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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: the Bosnia peace talks, hot-air balloons, salt production, the North American prairie ecosystem, and the first-ever jury trials in Spain (November 1-3); the assassination of Yitzhak Rabin, police brutality against non-Germans in Berlin, endorsement contracts for female athletes, Colin Powell's decision not to run for president, and sleep disorders (November 6-10); the federal budget impasse and government shutdown, multimedia software that simulates a museum tour, the cotton industry, the rendezvous between space shuttle Atlantis and the space station Mir, and civil strife in Sri Lanka (November 13-17); a robot programmed to seek out land mines, the new Polish president, and an e-mail network for hospitalized children (November 20-22); the Bosnia peace accord, twins with perfect SAT scores, improvements to the Braille alphabet, art as an investment, and peace talks in Northern Ireland (November 27-30). (BEW)

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Louis C. Pugliese
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Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
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**********      ***      *** NEWSROOM
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Wednesday, November 1, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	The parties involved in the Bosnian War prepare to sit down at the peace table.	6:15	7:25
HEADLINES	QUEBEC PREMIER PARIZEAU RESIGNS... FALLOUT FROM AMES SPY CASE...	1:00	8:25
BUSINESS DESK	The evaporation ponds on San Francisco Bay yield a million tons of salt a year.	2:20	10:45
NEWSDATE	On this date...November 1, 1512...	:20	11:05
BALLOONS	(Part 3) Balloon-making is an art, but knowledge of science comes in handy, too.	3:35	14:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		1:10	15:50
INDONESIA: DIPLOMACY	Indonesia flexes new-found economic and political muscle in the South China Sea.	2:45	18:35
FEEDING THE HUNGRY	BOSNIA: Sarajevo soup kitchen works hard to feed and care for hungry civilians.	2:30	20:05
MAYOR OF INDORE	INDIA: Caste mores did not stop Madhukar Varma from becoming Indore's mayor.	2:50	22:55
MOVIES IN GHANA	Film making is an up-and-coming business in the West African nation of Ghana.	3:20	26:15
MINI-BOOKS	Bite-sized books are trendy in England.	1:20	27:35
CHECK IT	Matching earrings identify Koala families.	:25	28:00
CNN NEWSROOM WORLDVIEW CLOSE		2:00	30:00

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TOP STORY: BOSNIA PEACE TALKS

1. What are some of the topics on the Bosnian peace conference agenda? Where are the parties to this conflict meeting? Why was this site chosen?
2. Read this quote from the video to the class: "Implementation will be the most difficult. You can write a prescription for surgery but you have to perform the operation and the patient must survive." Ask students to explain what they think the quote means. Then challenge each student to write a paper that offers a "prescription" and instructions for the "operation" that will enable Bosnia to survive.
3. The talks in Dayton have been labeled "proximity talks." What does this mean? How will the parties communicate? Have students a) work in groups to learn more about the physical configuration of these talks and b) share their findings. Ask: Why do you think this conference was designed this way? Would face-to-face talks among the parties to the Bosnian War be effective? Why/Why not? Discuss.
4. How is the Bosnian situation causing a political crisis for President Clinton? What action has Congress taken to underscore its position on U.S. troops in Bosnia? How does this Congressional action put the President in both domestic and international dilemmas?
5. Brainstorm to generate a list of roles that the President of the United States plays -- e.g., Commander in Chief, Leader of the Free World/NATO, Chief of his Party. Write these roles on the board. Ask: Which of President Clinton's roles does he assume in association with the Bosnian peace efforts? How do these roles conflict with some of his other domestic and international political roles? Group students and challenge them to create political cartoons that illustrate the dilemmas President Clinton faces as he wears several political "hats" in dealing with Bosnia.

BALLOONS (PART 3)

6. Describe the balloon-making process. Of what materials are hot-air balloons crafted? Besides design, what other kinds of knowledge does a balloon maker have to have?
7. What would you "promote" with a hot air balloon? Have groups of students render their ideas into colorful designs. Display their work around the classroom.

----------------EDITOR'S DESK: TODAY'S NEWS TERMS------------------

Richard Holbrooke   Mike McCurry   minefield   non-binding resolution
Slobodan Milosevic   Alija Izetbegovic   Franjo Tudjman   bipartisan
Newt Gingrich   implementation force   nylon   rattan   panels

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***** *   * ***** ***** *     * ***** ***** *****   Nov. 1, 1995 (3)
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****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *        **    **
***** ***** ***** ***** *     * ***** ***** ***** DESK: SALT HARVEST
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1. BEFORE VIEWING: How is salt used? Has its use changed over time? Before refrigeration, how was food preserved? There have been times and societies in which salt was used as money and certainly was worth its weight in gold. What makes salt so valuable?

2. AFTER VIEWING: Why was the San Francisco Bay salt harvested? Who taught the "49ers" to harvest salt? How is it harvested today? How was it harvested in the past? Research to create a timeline of "Salt History," emphasizing the relationship between salt production, marketing and valuation. Use this timeline to explain the importance of the salt business to San Franciscans, as well as to the entire U.S.

3. Describe a wetland and explain its importance. What is happening to U.S. wetlands? Why? List the animals or other living creatures mentioned or shown in the video report. What percentage of San Francisco Bay's water fowl depend on Cargill Salt's ponds? Using information from Activity 2 and answers to the above questions, debate the question of protecting Cargill Salt's operation by the federal government.

4. While struggling for India's sovereignty, Mahatma Gandhi noted that salt production was controlled by British business concerns. Salt, he pointed out, is a necessity to life; and, he believed that no government should allow salt to become a product to exploit. Take a stand on the issue: EVERYONE SHOULD HAVE FREE ACCESS TO SALT. Outline a paper defending your position, noting opening thesis, supporting facts and arguments and conclusion.

5. NOTE: The following activity is a CHALLENGE activity. Have chemical reference materials available to all students. Answers to the HANDOUT may vary according to these materials.

   Review the following concepts: mass, volume, density, moles, gram formula weight, Avogadro's number, formula units and the formula for table salt ($NaCl$). Complete the HANDOUT (pg 4), using chemical reference materials and your knowledge of chemistry. Upon completion discuss the worth of California's salt mining industry. Would you invest in this business? Explain.

-------------------EDITOR'S NOTES: TODAY'S NEWS TERMS-----------------

water bird habitat
concentrate
concentrating pond
harvest
beta carotene
entrepreneurs
evaporation
salt mining

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*****  **   **     *                        November 1, 1995 (4)
*      * *   *  *  *
*      *   * *   * *
********    **    ** STUDENT HANDOUT: VALUING OF A MOUNTAIN OF SALT
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DIRECTIONS: In the video segment you saw a mountain of salt. Use the questions found on this LINK to "dig" deep into that mountain using the tool called STOICHIOMETRY. Good luck!

Assume that the salt mountain is 1.0 x 10^3 feet long, 5.0 x 10^1 feet high and 1.0 x 10^2 feet wide. (1 ft = 30.5 cm)

1. What volume does the salt mountain occupy?

__________ cm^3

2. Using resources found in chemical reference materials, give the density of salt (NaCl) in crystalline form, as well as its gram-formula weight.

__________ g/cm^3 __________ gfw

3. Determine the mass of the salt mountain and its weight. (1 lb = 454 grams)

__________ g __________ lbs.

4. How many moles of salt are present in the mountain?

__________ moles

5. How many formula units of NaCl are in the mountain?

__________ formula units

6. If one pound of salt costs $0.90, what is the value of the mountain?

__________ dollars

7. What is the cost in dollars per formula unit of salt?

__________ dollars/formula unit

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*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
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INDONESIA: DIPLOMACY--INDONESIA: INTERNATIONAL RELATIONS

1. List the six nations claiming the Spratly Islands. What statements portray a "budding" unity among these nations and which ones indicate disunity? Explain.
    - a. Divide the six East Asian nations among six small groups.
    - b. Using available business and international resources, groups should draw up a list of facts to explain the economic growth of these nations and a list of the positive and negative aspects of their history together.
    - c. In class use the lists of facts to debate: Will they work together or lose their budding unity to an arms race?

INTERNET: http://mawar.inn.bppt.go.id/

FEEDING THE HUNGRY: BOSNIA--SOCIAL CONDITIONS

2. Use the INTERNET address or recent magazine articles to compile a class file of stories about survivors in Sarajevo. What stories of hope and human kindness can you add to this CNN report? Use the following analogy: a) the colors black/white represent two, specific sides of an issue; b) shades of gray represent the possibilities of thought and action that occur between the two sides. Create a work of art using black, white and gray that portrays the war in "human" terms.

INTERNET: http//www.csv.warwick.ac.uk/~esrhi/state.html

MAYOR OF INDORE: INDIA--CASTE; SOCIAL CLASSES--SOCIAL LIFE & CUSTOMS

3. According to the CNN report, what accounts for Madhukar Varma's (mar-doo-kah ver-mah) political success? Why is his success unusual? Explain. Besides his personal education, how else might education have helped him? Explain. Find resources in your library to enhance your understanding of the power of India's caste system. Now use this story as a case in point. Write a letter expressing your opinion of discrimination based on birth and its effect on the well-being of a community.

INTERNET: http//mathlab.sunysb.edu/~cpandya/india.html

MOVIES IN GHANA--GHANA--CULTURE; MOTION PICTURES--PRODUCTION

4. Summarize the two different assessments that describe movies made in Ghana. Are both needed for continued success? Why? Why not? Given the answer to this question, work in groups to draw up proposals for movies made to especially appeal to your school community. Share them in class and critique for authenticity and interest.

INTERNET: http//www.uta.fi/~csfraw/ghana.html

-----------------EDITOR'S DESK: TODAY'S NEWS TERMS-----------------

flashpoint equilibrium ASEAN Non-Aligned Mov't paanwalla caste

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******    ***     ***     *                    Thursday, November 2, 1995
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**********     ***      *** NEWSROOM___________________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN ** TEACHERS: Today's TOP STORY contains accounts that may be disturbing to some students. Please preview.		1:10	1:10 **
TOP STORY	Bosnian peace talks begin on the day that many remember the dead.	5:40	6:50
HEADLINES	DEMOCRATIC ELECTIONS IN SOUTH AFRICA...	:45	7:35
DEFINITION	... of ECOSYSTEM...	:30	8:05
SCIENCE DESK	Thanks to science, the black-footed ferret is making an ecological comeback.	3:20	11:25
SPACE IS THE PLACE	Students and shuttle astronauts perform a sweet experiment.	:30	11:55
BALLOONS	(PART 4) Hot air balloon enthusiasts say their method of flying is indescribable.	2:20	14:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		1:20	15:35
NUCLEAR DISASTER	RUSSIA: World leaders worry about Russia's ability to manage its nuclear weaponry.	2:50	18:25
TRIBAL TRADITIONS	MALI: Some ancient customs face modern challenges in the African nation of Mali.	3:00	21:25
JURY TRIALS	SPAIN: For the first time in 50 years, Spain's judicial system will use juries.	3:35	25:00
CHECK IT OUT	In the art world, Alexandra Nechita is sometimes called a "9-year-old Picasso."	1:05	26:05
EXPERIMENTAL ART	SOUTH KOREA: South Korea showcases art with an experimental edge.	2:40	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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TOP STORY: BOSNIA PEACE TALKS

1. How has the current cease-fire "breathed life" into Sarajevo's cemeteries? Why did Sarajevans pay tribute to their dead on November 1st? What is the significance of this date in many Christian cultures?
2. According to the video, "Late 20th century minds are trying to untangle hatred, bitterness and revengefulness that stretch centuries back in history." Challenge groups of students to research the situation in an attempt to "untangle" some of the feelings among the parties to the Bosnian war and explain them to the class. W[illegible] the Serbs? the Croats? the Muslims? What are some sources of the [illegible] among these groups? Discuss.
3. We learn from the video that U.S. Secretary of State Warren Christopher had to "orchestrate" a handshake among the representatives to the peace conference. Ask students what this means and why they think Mr. Christopher needed to make the parties appear to be cordial. Ask: Why do you think the court of world opinion is important to this peace effort? Replay the video and have students examine Steve Hurst's report, as well as other news sources, for other "signals" that indicate how those at the conference would like the world to perceive what is happening there.
4. What kinds of things did people who visited the cemeteries in Sarajevo bring with them? Why did they bring these items? What were some of the sentiments of those who lost children as a result of the fighting in Sarajevo? Challenge each student to write a brief essay in response to this question: If you were a representative to the peace talks in Dayton, what would you say to the parents of the young victims to give them hope for the future?

BALLOONS (PART 4)

5. Hot air balloon enthusiasts say there are no words to describe how it feels to fly that way. How would you describe the feeling -- other than with words? Working in small groups, come up with music/sounds that "describe" balloon flight. Turn down the volume on the video and replay it, with group "soundtracks."

EDITOR'S NOTES: TODAY'S NEWS TERMS

cemetery All Saints' Day Warren Christopher cloistered
optimist trek shrapnel ethnic cleansing no-man's land
ethnic division reintegration sensation cocoon vibration

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***** ***** ***** ***** *     * ***** *****     November 2, 1995 (3)
**    *       *   *     * *   * *     *
 ***  *       *   ***   *  *  * *     ***
   ** *       *   *     *   * * *     *      DESK:  BLACK-FOOTED
***** ***** ***** ***** *     * ***** *****         FERRETS
```

1. BEFORE VIEWING: Ask students to define an animal "breeding population." What factors would determine the growth or failure of the breeding population of a species? Explain.

2. AFTER VIEWING: Do these few ferrets offer enough genetic diversity for the continuation of the species? Explain. How can genetic diversity be enhanced? What other endangered species lack genetic diversity? What can be done for them?

3. Discuss the kinds of diseases student's pets have caught and/or are protected against. Are any of these diseases transmittable to humans? Why/Why not? Can your pet catch a disease from you? Explain. WHILE VIEWING note the black-footed ferret's susceptibility to canine and human diseases. AFTER VIEWING ask students to speculate why ferrets can catch influenza and canine distemper. Are the diseases similar? Do they cross to other species? Why/Why not? Challenge students to find why some diseases are species-specific, while others are not.

4. BEFORE VIEWING have students write a paragraph describing the North American prairie. Encourage them to include geographical and biological features in their descriptions. AFTER VIEWING distribute copies of the RESOURCE (pg 4). Gather students into small groups and have them
   a. use their descriptions, video information, the RESOURCE and additional resources to develop two food webs depicting life on the prairie: one before and one after the advent of agriculture; and,
   b. address and answer the following: Where is the ferret in the old and the new food web? What has taken its place? Why? What other organisms have been supplanted? How/Why?

   Reconvene the class and discuss groups' responses. Divide the class into two groups to compile and draw large scale versions of the two food webs previously drawn. Display the food webs in the classroom or media center with student explanations of the differences.

5. Challenge students to construct a diorama of the black-footed ferret, its natural habitat and neighbors and include a paragraph explaining the ferrets' plight. Display dioramas in classroom or commons area.

-----------------EDITOR'S NOTES: TODAY'S NEWS TERMS ---------------

robo-badger   carnivorous   weasel   kit   extinction
prairie dog   canine distemper   influenza   halfway house/boot-camp

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*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** STUDENT RESOURCE:  THE CHANGING WEB
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November 2, 1995 (4)

DIRECTIONS: Use the information below and your own resources to create two food webs, one entitled LIFE ON A PRAIRIE UNDISTURBED BY AGRICULTURE, the other, LIFE ON THE PRAIRIE TODAY.

American poet Walt Whitman referred to prairies as "North America's characteristic landscape." These great plains are built from sediment washed out of the Rocky Mountains over millions of years. This sediment has been mixed with rubble deposited by glaciers and windblown deposits of silt and clay. Three distinct prairie belts developed based on rainfall amounts: short grass, where buffalo grass is common; tallgrass, characterized by Indian grass and big bluestem, sometimes 12 feet tall; and, mixed grass with little bluestem and wheat grass.

Together, these distinct regions formed the greatest grassland on Earth, nourishing 60 to 70 million bison, 50 million pronghorn antelope and millions of elk and deer. Plains grizzlies and wolves preyed on these herds. A host of smaller animals shared the plains, including about 5 billion prairie dogs and their predators.

More than 100 species of vertebrates lived in and around prairie dog towns. Many came for food. Prairie dogs are eaten by black-footed ferrets, badgers and rattlesnakes. These predators invade the dog's burrows and flush them to the surface where they might be caught by hawks or coyotes. Other inhabitants include bison and antelope who come for the tender shoots of blue grama and other grasses. Vacant burrows house ground squirrels or voles. Birds, such as sandpipers and lark buntings, compete for insects. The soil teems with mites, nematodes, microscopic protozoa and fungi.

Within a century this thriving ecosystem was plowed under. Converted to pastures and croplands, the biological powerhouse in the heartland underwrote America's rapid growth, spurred its industry and came to feed not only the U.S., but much of the world. However, there is a price to pay for success. Today, monocultures of corn, wheat and rye have replaced the native grasses. Domestic cattle and feed lot pigs are the primary consumers. Prairie dogs are destroyed so stock won't be injured by their burrows. Ferrets and other predators face extinction. Habitat is lost. Pesticides kill insects, so birds migrate or die, Native plants are poisoned by herbicides. The ecology of the land has changed.

In our rush to harness this biological cradle, we failed to save even one fully representative community of native plant and animal life. Yet vital patches of native prairies have survived, and perhaps along with these, the biodiversity of the Great Plains.

NUCLEAR DISASTER: RUSSIA--NUCLEAR WEAPONS

1. Divide into three groups.
   GROUP 1: The Russian Electric Co.: How will they defend their decision to cut off power to the Murmansk Naval Base?
   GROUP 2: The Russian government (and sailors): How will they defend demands they made to the power company?
   GROUP 3: World mediators: How will they negotiate an agreement between the two parties that is in the interests of the electric plant, the government and the world at large?
   a. Groups must choose 1-2 spokespersons to represent them at the mediation table. In class, enact a mediation session to solve the problem.
   b. After a set period of time, if the spokespersons have failed to negotiate a settlement, the spokespersons of a new group must be chosen and given a chance.
   c. Award points (3-0) for solutions on the basis of world safety and satisfaction on the part of all parties.

INTERNET: http://www.informed.com.av/vic/nip22.htm

TRIBAL TRADITIONS: MALI--MANNERS AND CUSTOMS

2. Why is tradition important? What traditions, religious or otherwise, do you honor? Why? What might be lost if you stopped honoring these traditions? Explain. Write a short essay on the importance or unimportance of keeping traditions.

INTERNET: http//www.sas.vpenn.edu/African_Studies/country-specific/Mali.html

JURY TRIALS: SPAIN--LAW; COURTS

3. Why do you think the guarantee of the right to trial by jury was important to the men who signed and voted for the U.S. Constitution? Research the history that led to that historic promise. Create a Public Relations "spot" for TV in either Spain or America aimed at generating consent among the general public to serve on a jury when called.

INTERNET: http//www.1c.gov/94Fact/country/221.html

EXPERIMENTAL ART: SOUTH KOREA--ART; POPULAR CULTURE

4. Why might it be important to encourage "experimental" art? Explore art history texts to discover other "experimental" artists in history. Using examples from your research, create a multimedia defense of Kwangju's art festival.

INTERNET: http//www.kwangjv.ac.kr/

---- -----------EDITOR'S DESK: TODAY'S NEWS TERMS-----------------

highly-enriched
jury system
floating Chernobyls
jury selection pool
ancestral spirits
experimental art
escarpment
diviner

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Friday, November 3, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Hubble gives scientists new star data.	2:30	3:40
HEADLINES	CNN WILL COVER SUNDAY'S SHUTTLE LANDING...	:35	4:15
EDITOR'S DESK	NEWSROOM updates the Bosnia peace talks and Quebec referendum vote.	2:50	7:05
DID YOU KNOW?	The U.N. wants the U.S. to end the Cuban trade embargo?	:30	7:35
ECOLOGY	Can humans rehabilitate "tame" bobcats?	2:25	10:00
OUR WORLD	How much U.S. history do you know?	:30	10:30
OUR WORLD	"Theater Quest" uses plays to help teens confront moral issues.	3:55	14:25
TOSS TO CNN NEWSROOM WORLDVIEW		1:20	15:45
CALLS FOR JUSTICE	SOUTH KOREA: Cries for justice persist fifteen years after a deadly uprising.	2:25	18:10
SUDANESE REFUGEES	UGANDA: Uganda, East Africa, has become a symbol of hope for Sudanese refugees.	4:20	22:30
LITERATE NON-READERS	CHILE: Although 92% of Chileans read, popularity for the written word is falling fast.	2:25	24:55
OPERATION SMILE	An international volunteer group based in NYC is sharing its skills closer to home.	2:40	27:35
NEW PLANET	Astronomers found a new planet.	:25	28:00
FUNKY FRI.	Two rhinos were recently "married" in Texas.	:40	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: HUBBLE TELESCOPE'S STAR PICTURES

1. What is the Hubble Telescope? What problems have occurred with this device? How were the problems fixed? What kinds of information have scientists collected from the Hubble Telescope since its repair? Describe the Hubble's latest pictures. Do you think this telescope has been worth all the expense and effort? Why/Why not?

EDITOR'S DESK/NEWSQUIZ

2. Have students use the NEWSQUIZ (pg 4) to map the week's travels of CNN NEWSROOM's cameras. Based on the geographical breakdown of the program's segments and the rationale for covering each story, have students analyze CNN NEWSROOM's balance of national and international news. ANSWERS: Short answers may vary. Have students use this week's programs and guides to verify their answers.

EXTENSION: Use this analysis as a point of comparison for MEDIA LITERACY: AROUND THE WORLD IN THE NEWS (pg 3).

THE ECOLOGY: BOBCAT RELEASE

3. Explain how caretakers at the Wildlife Rehabilitation Center are "fooling" bobcat kittens into life back in the wild. Why do the humans have to disguise themselves? Working in small groups, have students research the process of imprinting and share their findings. How does imprinting combine both instinct and learning? Discuss how imprinting makes adaptation to the wild possible.

OUR WORLD: THEATER QUEST

4. Brainstorm to generate a list of ethical/moral issues commonly faced by today's students. Write the list on the board. Divide the class into groups and have each group choose one issue from the list and locate a play or short story that centers on that issue. Have the groups read their selections, then perform an excerpt from the play/story or analyze it for the class. Ask the class to identify the issue and the ethical choices involved, then discuss how they would resolve each within the context of the play or story.

MEDIA LITERACY: AROUND THE WORLD IN THE NEWS

5. Guide students to use HANDOUT (pg 3) to analyze international news coverage from a major news source: national networks, national newspapers, local newspapers, news magazines, etc. Have students compare their findings to discover if the U.S. press gives us a fair and sufficient global perspective.

EDITOR'S DESK: TODAY'S NEWS TERMS

light year E.G.G.s impersonator Shakespeare ethical moral

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*****  **    **    *                        November 3, 1995 (3)
*      *  *  *  *  *
*      *   * *   * *                       MEDIA LITERACY:
********    **    ** STUDENT HANDOUT:  AROUND THE WORLD IN THE NEWS
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DIRECTIONS: Does the U.S. press give a fair and sufficient international perspective? Select one news source and follow the steps below to analyze its coverage.

NEWS SOURCE: ____

DATES: ____

	STORY FOCUS	SPACE (TIME) ALLOTTED	POSITIVE/ NEGATIVE TONE
LOCAL STORIES: (if applicable)			
NATIONAL STORIES:			
INTERNATIONAL STORIES:			

ANALYSIS:

(1) Does your news source give sufficient international coverage?
(2) What types of international stories are prevalent?
(3) Describe your global perspective if this news source were your only source for news.
(4) Compare your analysis with that of others in your class. What news source or combination of news sources would give you the most well-rounded international information?

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*   ** *      * * * *      * * * * *    *   *    *     WHY IN
*    * ******   **   **    ***** ***** *****  * ******  THE WORLD?
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DIRECTIONS: In any given week, CNN NEWSROOM's cameras take us to many places around the world. Next to each of the spots we visited this week, tell why NEWSROOM was there. CHALLENGE: Find each of these places on a world map and trace the shortest route CNN NEWSROOM could have traveled to bring you the news. Start at CNN Center in Atlanta, Georgia.

WHERE? WHY?

1. Quebec, Canada
2. Azerbaijan
3. Bosnia
4. Albuquerque, New Mexico
5. Middle East/ North Africa
6. France
7. Atlanta, Georgia/ Cleveland, Ohio
8. San Francisco Bay
9. South Africa
10. North American prairie
11. Louisville, Kentucky
12. Space
13. Cuba
14. Kennedy Center

ANALYSIS: The U.S. press is often considered "too national." Based on the list above, how would you rate CNN NEWSROOM's international coverage? Why? What type of international stories are most likely covered? How does this affect your global perspective?

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********    **    ** NEWSROOM WORLDVIEW
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CALLS FOR JUSTICE: SOUTH KOREA--HUMAN BEHAVIOR

1. Abraham Lincoln said, "I hope to 'stand firm' enough not to go backward, and yet not go forward fast enough to wreck the country's cause." In what ways do the attitudes of Kwangju's young people reflect Pres. Lincoln's assertion? What event in their recent history contributed to their new approach to political change? Do you agree/disagree with their approach? Cite historical events to support your argument.

INTERNET:gopher://umslvma.umsl.edu/11/LIBRARY/GOVDOCS/ARMYAHBS/AAHB1

SUDANESE REFUGEES: UGANDA--REFUGEES, POLITICAL

2. What elements of Uganda's history contributed to the government's decision to offer the refugee resettlement program to the Sudanese?
   a. How does the Ugandan policy compare to America's historic policy on immigration? Consider Ugandans' attitudes toward refugees and Americans' attitudes toward immigrants as reflected in their policies.
   b. How do both policies reflect the nations' histories?
   c. On the basis of America's historical experience with its immigrants, would you expect Uganda's policy toward the Sudanese refugees to be a "win/win" solution for the nation, as well as for the refugees? Explain.

INTERNET: http//1150.252.23.21/webtest/Uganda/Crane.html

LITERATE NON-READERS: CHILE--LITERACY

3. Why do you think officials in Chile are concerned about the apparent disinterest in books? What can books offer readers that movies, TV and cyberspace cannot? Can the different media enhance a reader/viewer's pleasure and understanding? Explain. If you were in charge of Chile's government and wanted to increase reading, what would you do? Work in small groups to devise plans to "push" books. Remember, while you don't have to overcome illiteracy, you must solve the twin problems of finance and apathy.

INTERNET: http//novel.nifl.gov/national.html

OPERATION SMILE: NEW YORK CITY--VOLUNTARISM

4. What is the goal of Operation Smile? Do you agree that their work is important? Why/Why not? Cite statements from the video and from your own experience to support your answer.

INTERNET: http//www.pitt.edu:81/~amy/ghn/ghn.html

----------------EDITOR'S DESK: TODAY'S NEWS TERMS------------------

agenda erupted dissident hunger strike transit camps OUNCE
allocated nationals cyberspace cleft lips/palate black nevis

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******  **   **   *                              Monday, November 6, 1995
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TOSS TO CNN NEWSROOM WORLDVIEW	----------------------	1:20	15:25
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HUMAN RIGHTS	BERLIN: Amnesty International investigates police brutality toward non-Germans.	3:20	25:30
TECHNOLOGY	JAKARTA, INDONESIA: Technology and new money prompt cultural change.	3:20	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

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TOP STORY: ASSASSINATION OF ISRAELI PRIME MINISTER YITZHAK RABIN

1. Explain why many people will remember Yitzhak Rabin as a martyr in the cause of peace. Why is peace between Israel and the PLO such a volatile issue both in Israel and in some Arab nations? Why do you think that Yitzhak Rabin, the former military officer, pursued a Middle East peace? Do you think his assassination will have an effect on the continuing peace process? Explain.
2. AFTER VIEWING the segment on the public career of Yitzhak Rabin, distribute and have students read the RESOURCE (pg 3). Discuss the information given on the RESOURCE as well as students' observations about the video. Have students draw inferences about how events in Israel's history paved the way for Mr. Rabin's rise to power. How did these events aid in his transformation from "soldier" to "peacemaker"? Discuss.

WORLD REACTION

3. AFTER VIEWING the segment, distribute the HANDOUT (pg 4). Have students read the HANDOUT quotes and consider them along with the sound bites from the segment. Then have students:
   a. Imagine themselves as either a Palestinian or an Israeli "everyman"/"everywoman."
   b. Use news and textbook resources to create an appropriate identity for their imagined person.
   c. Prepare a considered reaction, from their "everyperson's" point of view, to Mr. Rabin's death and its aftermath.
   d. Imagine that you have been asked to be interviewed for western news sources. The reporter asks: "What is your opinion of the assassination of Mr. Rabin? Give your answer in character.

   Have students share their created identities and responses with the class. To what extent do you think the opinions expressed in class reflect the real views of the "person in the street" in the Middle East toward Mr. Rabin, his work for peace and the process of change in the region? Discuss.

HISTORY OF ISRAEL

4. Divide the class into groups. AFTER VIEWING this segment, instruct each group to choose one of the events cited on Israel's history and conduct research to learn more about it. Have each group present an in-depth report to the class. Challenge each student to write the next "chapter" (after the assassination) in the "history" of Israel.

--------------EDITOR'S NOTES: TODAY'S NEWS TERMS------------------

Tel Aviv Shimon Peres ambassador Sinai Peninsula Likud Party
intifada autonomy Yom Kippur War Yasser Arafat Zionism
Labor Party Palestine PLO Anwar Sadat Jimmy Carter
Menachem Begin West Bank Gaza Strip Golan Heights accord

STUDENT RESOURCE: TIMELINE: LIFE OF YITZHAK RABIN

Mar. 1, 1922: Born in Jerusalem.

1943-48: Palmach (elite strike force) militia officer fighting Vichy French in Syria.

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1977: Forced to resign because of illegal U.S. bank account belonging to his wife, Leah.

1982: Israel invades Lebanon.

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Oct. 1985: As defense minister, orders air strike against PLO headquarters in Tunisia.

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------------------CNN NEWSROOM: RELIABLE RESOURCES------------------

From "A Soldier's Life: 1922-1995," THE ATLANTA JOURNAL/CONSTITUTION, Nov. 5, 1995, pg. A10.

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November 6, 1995 (4)

STUDENT HANDOUT: RABIN REACTION

DIRECTIONS: Read these quotes. Then follow the directions below.

- "We regret that Rabin was killed by a Jew because he should have been killed by a Palestinian." -- AHMED JIBRIL of the Popular Front for the Liberation of Palestine-General Command
- "I acted alone on God's orders and I have no regrets." -- YIGAL AMIR, the 25-year old Jewish student arrested on suspicion of killing Prime Minister Rabin
- "I struggled with him for the cause of peace. It is a great personal loss and I share it with his dear family, with the government, the Israeli people and all those who love peace in this world." -- KING HUSSEIN of Jordan
- "I hope that [Israelis and the Palestinians] will have the ability to overcome this tragedy against the peace process and against the whole situation in the MidEast." -- YASSER ARAFAT

1. Imagine yourself as either:
    a. A Palestinian "person in the street" living in the West Bank region. OR
    b. An Israeli living in one of the settlements affected by the ongoing peace process Mr. Rabin initiated.
2. Use news resources to create for yourself an identity to fit the current circumstances of your chosen Israeli or Palestinian.
3. Consider your reactions to the assassination of Mr. Rabin and the fallout from his demise for the Middle East. How might your reactions differ as an Israeli? As a Palestinian?
4. A western press reporter interviews you. The reporter asks:
    - "What is your opinion of the assassination of Mr. Rabin?
    - "What impact do you think his death will have on the peace process? On your life?" Write your responses below:

CHECK ONE: ISRAELI ____ PALESTINIAN ____

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Share your identity and responses with the class. To what extent do you think the opinions expressed reflect the views of the real "person in the street" in the Middle East toward Mr. Rabin, his work for peace and the process of change in the region? Discuss.

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********   **    ** NEWSROOM WORLDVIEW
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AFRICA: ETHIOPIA (PART 1): ETHIOPIA: POLITICAL HISTORY

1. If you were in charge of resurrecting Ethiopia, what issues would you address? Why? In small groups create a timeline for addressing major issues that illustrates your priorities. Defend your choice of issues and your timetable of actions.
2. Use the Internet and other sources to discover Ethiopia's national assets and deficits. In the role of Administrative Aide, prepare a report on the basis of your findings to guide the best use of national resources for Ethiopia's recovery. REMEMBER: People are a most valuable resource.

INTERNET: http://lcweb2.loc.gov/et_00_00.html

HUMAN RIGHTS: BERLIN--HUMAN RIGHTS: AMNESTY INTERNATIONAL

3. WHILE VIEWING: What patterns of police brutality are evident in Berlin? AFTER VIEWING: Can Amnesty International have an impact on changing police behaviors in democracies such as Germany? Cite strategies, powers and historic evidence that support successful intervention by this human rights agency.
4. Search to create a list of ethnic groups now represented in Berlin. What accounts for this diversity? CHALLENGE: Choose one ethnic group in Berlin and find the historic relationship between it and Germany. Based on history, what strategies would you apply to help these cultures value each other?

EXTENSION: Invite a local law enforcement representative to outline the steps of self-regulation in place in the police department. What role can concerned citizens play? Use this information as the basis of an editorial for a "Citizen's Awareness" campaign.

INTERNET: http://www.traveller.com/~hrweb/ai/ai.html

TECHNOLOGY: INDONESIA--CULTURE: TECHNOLOGY--MEDIA AND SOCIETY

4. BEFORE VIEWING: Describe images "Indonesia" calls up for you. AFTER VIEWING: Describe images and information from the video and other sources and compare these to your previous ideas. What is the agent of change? Draw an editorial cartoon to depict whether this change be only "skin deep."

EXTENSION: Keep a log of a typical day in your life. Include details of time, place and actions. Interview older friends or relatives to have them describe a typical day in their lives at your age. Compare these logs to analyze the impact of technology on society.

INTERNET:
http://www.library.wisc.edu/resources/SEAsia/htmls/indo01.htm

--------------------WORLDVIEW: TODAY'S NEWS TERMS--------------------

Addis Ababa   resurrection   free market economy   ethnic diversity
Amnesty International   human rights   parabolas   cultural change

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*****  **    **    *                                  November 6, 1995 (3)
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*      *   * *   * *                       TIMELINE: LIFE OF
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********    **    ** STUDENT HANDOUT:  RABIN REACTION
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DIRECTIONS: Read these quotes. Then follow the directions below.

* "We regret that Rabin was killed by a Jew because he should have been killed by a Palestinian." -- AHMED JIBRIL of the Popular Front for the Liberation of Palestine-General Command
* "I acted alone on God's orders and I have no regrets." -- YIGAL AMIR, the 25-year old Jewish student arrested on suspicion of killing Prime Minister Rabin
* "I struggled with him for the cause of peace. It is a great personal loss and I share it with his dear family, with the government, the Israeli people and all those who love peace in this world." -- KING HUSSEIN of Jordan
* "I hope that [Israelis and the Palestinians] will have the ability to overcome this tragedy against the peace process and against the whole situation in the MidEast." -- YASSER ARAFAT

1. Imagine yourself as either:
   a. A Palestinian "person in the street" living in the West Bank region. OR
   b. An Israeli living in one of the settlements affected by the ongoing peace process Mr. Rabin initiated.
2. Use news resources to create for yourself an identity to fit the current circumstances of your chosen Israeli or Palestinian.
3. Consider your reactions to the assassination of Mr. Rabin and the fallout from his demise for the Middle East. How might your reactions differ as an Israeli? As a Palestinian?
4. A western press reporter interviews you. The reporter asks:
   * "What is your opinion of the assassination of Mr. Rabin?
   * "What impact do you think his death will have on the peace process? On your life?" Write your responses below:

CHECK ONE: ISRAELI ____ PALESTINIAN ____

Share your identity and responses with the class. To what extent do you think the opinions expressed reflect the views of the real "person in the street" in the Middle East toward Mr. Rabin, his work for peace and the process of change in the region? Discuss.

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*****  **    **    *                              November 6, 1995 (5)
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********    **    ** NEWSROOM WORLDVIEW
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AFRICA: ETHIOPIA (PART 1): ETHIOPIA; POLITICAL HISTORY

1. If you were in charge of resurrecting Ethiopia, what issues would you address? Why? In small groups create a timeline for addressing major issues that illustrates your priorities. Defend your choice of issues and your timetable of actions.
2. Use the Internet and other sources to discover Ethiopia's national assets and deficits. In the role of Administrative Aide, prepare a report on the basis of your findings to guide the best use of national resources for Ethiopia's recovery. REMEMBER: People are a most valuable resource.

INTERNET: http://lcweb2.loc.gov/et_00_00.html

HUMAN RIGHTS: BERLIN- HUMAN RIGHTS; AMNESTY INTERNATIONAL

3. WHILE VIEWING: What patterns of police brutality are evident in Berlin? AFTER VIEWING: Can Amnesty International have an impact on changing police behaviors in democracies such as Germany? Cite strategies, powers and historic evidence that support successful intervention by this human rights agency.
4. Search to create a list of ethnic groups now represented in Berlin. What accounts for this diversity? CHALLENGE: Choose one ethnic group in Berlin and find the historic relationship between it and Germany. Based on history, what strategies would you apply to help these cultures value each other?

EXTENSION: Invite a local law enforcement representative to outline the steps of self-regulation in place in the police department. What role can concerned citizens play? Use this information as the basis of an editorial for a "Citizen's Awareness" campaign.

INTERNET: http://www.traveller.com/~hrweb/ai/ai.html

TECHNOLOGY: INDONESIA--CULTURE; TECHNOLOGY--MEDIA AND SOCIETY

4. BEFORE VIEWING: Describe images "Indonesia" calls up for you. AFTER VIEWING: Describe images and information from the video and other sources and compare these to your previous ideas. What is the agent of change? Draw an editorial cartoon to depict whether this change be only "skin deep."

EXTENSION: Keep a log of a typical day in your life. Include details of time, place and actions. Interview older friends or relatives to have them describe a typical day in their lives at your age. Compare these logs to analyze the impact of technology on society.

INTERNET:
http://www.library.wisc.edu/resources/SEAsia/htmls/indo01.htm

-------------------WORLDVIEW: TODAY'S NEWS TERMS-------------------

Addis Ababa   resurrection   free market economy   ethnic diversity
Amnesty International   human rights   parabolas   cultural change

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******  **    **    *                 Tuesday, November 7, 1995
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*********    **    ** NEWSROOM________________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:45	:45
TOP STORY	Family, friends, citizens and world leaders joined in mourning Yitzhak Rabin (1922-1995).	6:25	7:10
HEADLINES	CONFESSED ASSASSIN WANTED TO STOP THE PEACE PROCESS	1:00	8:10
INTERNAT'L DESK	What does the loss of Yitzhak Rabin mean to the peace process in the Middle East?	2:15	10:25
NEWSQUOTE	Israeli children express their fears and sadness upon the death of Yitzhak Rabin.	1:00	11:25
FAMILY EULOGY	Rabin's 17-year-old granddaughter shares a loving tribute to her grandfather.	1:45	13:10
TOSS TO CNN NEWSROOM WORLDVIEW ---------------------		1:25	15:00
AFRICA: ETHIOPIA	(PART 2) Relief groups help the Antsokia Valley revive from the 1985 drought.	5:25	20:25
COMMUNIST PARTY	RUSSIA: A reformed Communist Party platform supports economic and political change.	3:10	23:35
SCOTLAND	ISLE OF SKYE: A bridge now links this island and its people to the Scottish mainland.	4:15	27:50
AERO-BATICS	JAPAN: High flying in the skies over Hyogo (hyoe-go) averaged an altitude of 8000 ft.	:35	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

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TOP STORY: FUNERAL FOR SLAIN ISRAELI PRIME MINISTER RABIN

1. In today's TOP STORY segment we are told that Mr. Rabin's coffin seemed "so small a coffin for so large a man." What do you think this means? How does Mr. Rabin's "stature" explain why so many world leaders attended his funeral?
2. What heads of state were present at Mr. Rabin's funeral? Which leaders were noticeably absent? Have student groups complete the HANDOUT (pg 3) by researching and providing information on each leader given. Have groups share their findings. Then challenge each student to choose any one world leader from the HANDOUT and write the newspaper editorial on Yitzhak Rabin that one might read in that leader's newspaper.

INTERNATIONAL DESK: FUTURE OF ARAB/ISRAELI PEACE

3. AFTER VIEWING the video, ask students: In your opinion, will the assassination of Prime Minister Rabin affect the Middle East peace process? If so, how? Assist groups of students in conducting a media search to get different answers to this question and share their findings. Discuss: Who is saying that the death of Mr. Rabin will hasten the peace process? Who is saying that it will set the process back? Have students offer reasons for each perspective.

RABIN'S GRANDDAUGHTER EULOGIZES HIM

4. How were Noa's comments at her grandfather's funeral different from others who eulogized him? Every public figure has a private side, a side only his/her family and close friends may see. According to his granddaughter, what was the "private" Yitzhak Rabin like? Can you think of any other individuals who might be both "national" and "personal" heroes to those who know them? Explain.

ELECTION ADVISORY: LOOK AHEAD TO TODAY'S ELECTIONS

5. Although today's election is minor in many ways, issues on the ballot in some states could have national repercussions. Have students use the HANDOUT (pg 4) to examine state ballot measures and their impact. Guide students to survey the media to discover the outcomes of these referenda and share their opinions of the national and local impact.

EDITOR'S DESK: TODAY'S NEWS TERMS

warrior-statesman peacemaker Shimon Peres Hosni Mubarak
King Hussein eulogize Leah Rabin cantor honor guard
extremist Noa Ben Artzi Yigal Amir Hagai Amir Hafez Assad

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*****  **    **    *                     November 7, 1995 (3)
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*      *   * *   * *              WORLD LEADERS
********    **    ** STUDENT HANDOUT:  PAY THEIR RESPECTS
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DIRECTIONS: (Part I) Each of the world leaders listed was present at yesterday's funeral for Israeli Prime Minister Yitzhak Rabin. For each, indicate the nation OR group he represents and briefly summarize that nation's/group's relationship with Israel.

LEADER	REPRESENTS	SUMMARY OF ITS RELATIONSHIP W/ISRAEL
Bill Clinton		
King Hussein		
Hosni Mubarak		
Boutros Boutros-Ghali		
Andrei Kozyrev		

(Part II). What world leaders were noticeably absent from this assembly? One is listed below. Find out why he was not there, then add 2 more to the list, along with the reasons for their absence or your speculation.

LEADER	REPRESENTS	WHY HE WAS NOT THERE (OR YOUR SPECULATION)
Yasser Arafat		

(Part III.) Choose any one of the leaders from Parts I or II and write a newspaper editorial on Mr. Rabin that one might read in that leader's newspaper.

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*****  **    **    *                     November 7, 1995 (4)
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*      *   * *   * *              ELECTION ADVISORY:
********    **    ** STUDENT HANDOUT:  STATEWIDE BALLOT MEASURES
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DIRECTIONS: In this off-year election, there are several statewide ballot measures that the nation will be watching. Many of these have possible nationwide impact.

MISSISSIPPI:

INITIATIVE MEASURE #4: Limits public officials to two successive terms, with certain judges and congressional representatives limited to three successive terms.

MAINE:

CITIZEN INITIATIVE #1: Anti-gay initiative barring local communities from extending civil rights protection to homosexuals.

CONSTITUTIONAL AMENDMENT #7: Gives the governor a line-item veto over expenditure of state funds.

NEW JERSEY:

PUBLIC QUESTION #1: Creates a special commission to draw congressional districts after the census is taken each decade.

NEW YORK:

PROPOSAL #2: Lowers the state's legal voting age from 21 to 18. Also eliminates a requirement that voters be able to read and write English.

WASHINGTON:

INITIATIVE MEASURE 640: Puts new restrictions on commercial fishing in Washington. Bans any method of fishing that cannot spare the lives of at least 85% of the unwanted fish that are caught.

INITIATIVE MEASURE 651: Allows Native American tribes to conduct nearly all forms of commercial gambling, including slot machines and video poker, but not including sports betting.

For each of the issues above, discuss:

1) Is this issue of national importance? Explain.

2) Is this an issue in your state? Why/Why not? If so, how do you believe the majority stands? Explain.

3) Survey the media to discover how the vote turned out for each issue. What might this mean for election year 1996?

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********    **    ** NEWSROOM WORLDVIEW
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AFRICA: ETHIOPIA (PART 2): ETHIOPIA--ECONOMIC POLICY: RURAL CONDITIONS

1. List actions people in Antsokia are taking to protect themselves from the devastation of the 1985 country-wide drought. Explain the short-term and long-term importance of each step. CHALLENGE: Search within the Internet address below or in other sources to write a more complex analysis of Ethiopia's potential for a successful comeback.
2. What reasons are given to explain the prolific tree plantings in Ethiopia? Compare images of this area before and after the drought. Find and read or listen to examples of African poetry and songs. Write a short poem in praise of trees, adopting stylistic features from your reading.

INTERNET: http://www.sas.upenn.edu/African_Studies/Country_Specific/Ethiopia.html

COMMUNIST PARTY: RUSSIA--POLITICS; COMMUNIST PARTY--IDEOLOGY

3. WHILE VIEWING: Based on what you know about traditional communism, list the "surprising" features of the new Communist Party and its leader Gennady Zuganov. AFTER VIEWING: Why are some Russians reconsidering communism? What specific ills might this new form of communism address? Working in 3 small groups, use the Internet and other sources to describe social and economic conditions in Russia right before the Communist Revolution (1917), right before the breakup of the Soviet Union and today. Use this comparison and the video characterization of the new Communist Party to describe and rationalize possible future political actions in Russia.

INTERNET: http://www.pitt.edu:81/~cjp/rshist.html

SCOTLAND: SCOTLAND--ISLE OF SKYE--ECONOMICS

4. WHILE VIEWING: List comments from the video that either support or oppose the bridge to the Isle of Skye. AFTER VIEWING: "Is this the birth of something new or the death of an island?" Explain this quote in terms of the bridge to the Isle of Skye.

EXTENSION: As a class, list other technological innovations or links in other places around the world that have sparked change. For each, decide whether the transformation might be considered a birth or death. Explain.

INTERNET: http://www.scotent.co.uk/scotothr.htm

------------------WORLDVIEW: TODAY'S NEWS TERMS------------------

Antsokia Valley drought   international relief agencies   communism
multi-faceted economy   pluralistic system   Isle of Skye

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******  **   **   *        Wednesday, November 8, 1995
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*********   **    ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	A wounded Israel argues over the parties responsible for Yitzhak Rabin's death as mourners continue to say good-bye to the slain Prime Minister.	5:15	6:25
CAMPAIGN USA '95	Narrow victories and a very light turnout mark the voting in key U.S. regions.	1:30	7:55
BUSINESS DESK	Move over, Michael Jordan, female athletes are leaping onto the shoe industry bandwagon.	2:40	10:35
DID YOU KNOW?	U.S. Congress squelched plans to raise college loan costs, but the deal isn't done yet.	:30	11:05
OUR WORLD	Tiny Simon's Rock College has a big idea about educating early entrants.	3:30	14:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		1:15	15:50
AFRICA: ETHIOPIA	(PART 3) Two American teens learn first-hand about life in recovering Ethiopia.	5:20	21:10
THAILAND: DRUGS	A U.S. journalist was sentenced to life for what he claims is an unfair drug conviction.	3:10	24:20
ISRAEL: BUSINESS	JERUSALEM: The first ever strictly kosher McDonald's has opened.	2:25	26:45
TIBETAN CULTURE	Tibetan Buddhist Llama Tartang Tulku lives in exile but strives to preserve a heritage.	2:30	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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TOP STORY: ISRAEL/RABIN

1. Whom has Leah Rabin blamed for her husband's death? Why? Lead a discussion of the different moods and opinions expressed in the video segment, specifically Yigal Amir's reasons for assassinating P.M. Rabin.
2. What is religious law? Ask students to give examples, then distinguish between religious and state law. Brainstorm other instances in history where religious and state law clashed and discuss the circumstances and outcomes. What does the tension between these two philosophical perceptions mean for a nation that was formed as a consequence of religious persecution?
3. Consider the following quote from the video segment: "The gunshots which rang out here not only killed Yitzhak Rabin they wounded the country." Describe scenes, images and statements from the video that bear out this quote. Then have students search for literary responses to a fallen leader -- elegies, funeral orations, etc. Challenge students to choose one of these forms to express the grief any nation might feel over a fallen leader. Share these aloud in class.

CAMPAIGN USA '95

4. Discuss the U.S. regions where elections were held yesterday. What expectations did Republicans have? What were the results? Have students a) find out the final outcome of each race, including the percentage of voter turnout and the percentage by which the victor prevailed; and, b) speculate on the meaning or significance of a close vote. Given the low voter turnout, in your opinion, how valid are the outcomes of these races as predictors of the outcome of the 1996 presidential election? Explain.

OUR WORLD: EARLY COLLEGE

5. In what way is Simon's Rock College of Bard different from other colleges? Draw a line down the center of the board and write "pro" on one side, "con" on the other. Ask students to give reasons for leaving high school early for BOTH sides of the line. Discuss responses.
6. The college's "primary mission," according to the video, is "...to offer highly motivated young people a chance to be taken seriously as college students when they're really ready...not when society says they are." Elicit students' thoughts and opinions about who should determine a student's "readiness." Ask: Who in your life will most likely decide yours?

-----------------EDITOR'S DESK: TODAY'S NEWS TERMS-----------------

Yitzhak Rabin Leah Rabin Likud Party Benyamin Netanyahu Yeshiva
Yigal Amir Hagai Amir voter turnout Simon's Rock College of Bard

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***** *   * ***** ***** *     * ***** ***** *****   Nov. 8, 1995 (3)
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***** ***** ***** ***** *     * ***** ***** ***** DESK: HOOP QUEENS
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1. BEFORE VIEWING: Brainstorm a list of female and male sports heroes. How do the number of females and males compare? Why?

2. AFTER VIEWING: Who are Sheryl Swoopes and Rebecca Lobo? How are athletic shoe manufacturers planning to insure we hear more about them? What do these manufacturers expect Swoopes and Lobo to do? Will these ads change the balance of male and female sports heroes? Explain.

3. Divide the class into male and female students. Further divide each group into a "pro" and "con" subgroup. Replay the video for the students. Have both "pro" groups identify the positive aspects of promoting solely to the female market; have both "con" groups identify any negative consequences of this strategy. Allow time for discussion within each group, then reassemble the entire class and compare points. Are there any noticeable differences between the lists of males and females? Take a secret vote to see if the class believes this is a smart marketing move. Share the results.

4. Guide students to decide whether or not Nike's marketing strategy is valid.
    a. Conduct a survey. Ask the female students the following questions: What sports interest you? Do you participate? Do you watch sports on T.V.? Do you think sports are becoming more popular among females? Why? Does participation in sports make you feel more powerful? capable? Explain.
    b. Discuss the word "empowerment." What connections do the athletic shoe manufacturers see between the purchase of their shoes and the empowerment of women? In your opinion, will the concept sell shoes? Will it make women stronger in other aspects of their lives? Explain.

5. Distribute the HANDOUT (pg 4) to the students. Direct them to look through several magazines to collect ads that sell athletic shoes. Remind students they should NOT tear a page out of a magazine that does not belong to them unless they ask permission. Instruct them to use the questions on the HANDOUT to analyze the ads. Discuss these in class, noting the varied interpretations of the same ad chosen by different students.

------------------------EDITOR'S NOTES: TODAY'S NEWS TERMS------------

outpacing marketers empowerment caliber

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*****  **    **    *                      November 8, 1995 (4)
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*      *   * *   * *
********    **    ** STUDENT HANDOUT:  HOOP QUEENS
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DIRECTIONS: Collect 10 magazine ads that sell athletic shoes. Analyze each ad by completing the chart below.

MAGAZINE	BRAND NAME	MALE/ FEMALE TARGET	STYLE	MOOD	EFFECTIVE?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Compare your findings with others in the class. As a group, what marketing trends can you identify? Are the strategies specific to male consumers or female consumers? Explain.

AFRICA: ETHIOPIA (PART 3): ETHIOPIA--QUALITY OF LIFE

1. BEFORE VIEWING and WHILE VIEWING: It has been said of the lives of the American pioneers that, while life was more difficult, it was less complicated. Is this assertion applicable to life in Ethiopia? Cite video evidence to explain. AFTER VIEWING:
   a. As a class, compare the lifestyles of teens in the U.S. and Ethiopia. Consider basic needs, schedules, sights and sounds, material possessions, attitudes and goals.
   b. In what ways is each lifestyle "superior" to the other? Which would you prefer? Why?
   c. What advice would you give Ethiopia's citizens as they look toward changing their futures? Explain.

INTERNET: http://lcweb2.loc.gov/et_00_00.html

THAILAND: DRUGS: DRUG TRAFFICKING; CRIME AND PUNISHMENT; INTERNATIONAL LAW

2. WHILE VIEWING: Collect evidence to be used either to support or oppose freeing Stephen Roye. AFTER VIEWING: Work in small groups as (a) legal advisors to Roye; (b) representatives of the U.S. embassy in Thailand; (c) Thai authorities; (d) U.S. drug authorities. Use resources to find information that might support your group as you role play a meeting among those who have an interest in Stephen Roye's case. Compare this meeting to judicial meetings that might occur in domestic drug cases.

INTERNET: http://www.undcp.org/index.html

ISRAEL: BUSINESS: ECONOMICS--MULTINATIONAL COMPANIES; MARKETING

3. Why is the new McDonald's in Jerusalem a prime example of target marketing? On what is the target market based? In what ways might McDonald's gain from opening this new store? Go on a scavenger hunt through the "Yellow Pages" to find local businesses that target specific cultural groups. Create a class "Cultural Guide," describing the target market, products and location of each of these businesses. Is diversity equitably addressed in your community? Explain.

INTERNET: http://TRY ENTREPRENEURS; MCDONALD'S; OTHER MULTINATIONALS

TIBETAN CULTURE: TIBET--CULTURE; ART, TIBETAN; BUDDHISM--LITERATURE

4. Why is Tartang Tulku's work important and difficult? Use resources on Tibetan culture, art and literature to write a newspaper review to entice people to come to a Tibetan exhibit.

INTERNET: http://coombs.anu.edu.au/WWWVL-TibetanStudies.html

-------------------WORLDVIEW: TODAY'S NEWS TERMS-------------------

lifestyle poverty drug trafficking U.S. Embassy pardon
kosher multinational corporation target market Tibetan heritage

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******   ***     ***     *              Thursday, November 9, 1995
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**********     ***     *** NEWSROOM_______________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	After weeks of speculation, Colin Powell announces he will not run for president.	4:20	5:20
POLITICAL REACTION	GOP leaders and President Clinton react to Colin Powell's decision.	1:30	6:50
AFRICAN-AMERICAN REACTION	CNN's Greg Lamotte surveys African-American voters to get their reactions to Colin Powell's decision not to run.	2:35	9:25
HEADLINES	POSSIBLE CONSPIRACY IN RABIN MURDER...	:40	10:05
SCIENCE DESK	The stresses of modern life have created a sleep-deprived society.	2:40	12:45
GLOBE	Student scientists examine cloud cover.	1:00	13:45
LOOK AHEAD	TOMORROW: Hometown Olympians	:40	14:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		1:25	16:50
AFRICA: ETHIOPIA	(PART 4) CNN reporter Bonnie Anderson is honored for helping in Ethiopia in 1984.	4:45	21:35
UNITED NATIONS	INDIA: Prime Minister Rao wants India to be a permanent Security Council member.	2:50	24:25
COMPUTERS	ENGLAND: Computer chips are a growing and costly target for theft.	3:05	27:30
ECOLOGY	PERU: The vicuna, hunted almost to extinction, has made a comeback in the Andes.	2:00	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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TOP STORY: COLIN POWELL'S ANNOUNCEMENT

1. What has retired General Colin Powell decided about a run for the U.S. presidency in 1996? What reasons did he give for his decision? Why did his wife, Alma, want him to forego a presidential bid?
2. Who is Colin Powell? How have his background and personal experiences shaped his values and political ideology? AFTER VIEWING have students work in groups to research Colin Powell's personal history then share their findings in class discussion.
    a. What specific elements and events have shaped this leader?
    b. With what portions of his background can students readily identify?
    c. Why does that identification appeal to many voters? Discuss.
3. Some critics argue that, through the media's constant speculation on Colin Powell's candidacy and publicizing of his book tour, it was "creating a candidate." Do you agree or disagree with this assertion? Have groups search for and read articles on Colin Powell, decide whether each article was generally favorable, unfavorable or neutral and report their findings. Was the Powell "candidacy" a creation of the media or do you think that Mr. Powell was seriously considering a bid for the presidency? Discuss.

POWELL ANNOUNCEMENT: POLITICAL REACTIONS

4. How have Senator Bob Dole, Speaker Newt Gingrich and President Bill Clinton reacted to Colin Powell's decision not to run? Why do you think each candidate perceived as a threat to their campaigns a person who had never held elective office? Do you agree that Mr. Powell would have been a major political threat to each of them? Why/Why not?

POWELL ANNOUNCEMENT: AFRICAN-AMERICANS REACT

5. Why were many African-Americans interviewed in this segment undaunted by Colin Powell's announcement? Why did others believe he may have been a unifying force had he chosen to run? Challenge students to write letters to the editor of the local newspaper outlining their views on Colin Powell's decision. Have the class choose the two best letters and send them to the newspaper for publication.

---------------EDITOR'S NOTES: TODAY'S NEWS TERMS----------------

Colin Luther Powell   Alma Vivian Johnson   ROTC   discipline
camaraderie   commissioned   Vietnam   tour of duty   protege
Casper Weinberger   George Bush   National Security Advisor   poll
Joint Chiefs of Staff Chairman   Bob Dole   Newt Gingrich   unify

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***** ***** ***** ***** *     * ***** *****    November 9, 1995 (3)
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***** ***** ***** ***** *     * ***** ***** DESK:  SLEEP STUDY
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1. BEFORE VIEWING take a straw poll of the class to determine how many hours of sleep per night students think is needed. Ask: How have your sleep patterns changed as you have grown older?

2. AFTER VIEWING lead a class discussion about some of the problems faced by those who suffer from sleep deprivation. Discuss students' experiences with lack of sleep. Ask: How did you feel? How was your performance in a "hyper-tired" state? How long did it take for you to recover?

3. What dangers from sleep deprivation are noted in the video? In what types of activities are these dangers likely most prevalent? Do you agree or disagree with the expert assertion that sleepy people are accidents waiting to happen? Explain.

4. What is sleep? What function does sleep play in the daily cycle of our bodies?
    a. Have groups of students investigate the types of sleep researchers have identified and the physical and mental activities associated with them.
    b. Reconvene the class. Create a class symposium where representatives from each group put forward their ideas about the needs and uses of sleep and the possible causes of sleeping problems.

    Have the representatives elect from the class a committee to be responsible for recording, editing and publishing the symposium's findings. File copies of the class work with your school's media center and local library system.

5. AFTER VIEWING pose this question: Are sleep disorders a problem in our community? Distribute copies of the HANDOUT (pg 4) to students. Discuss the questions on the survey and add others if appropriate. Have students survey the community and include sample populations of all ages.
    a. What types of sleeping problems are present in the community?
    b. How are people treating sleep disorders?
    c. What effects are their sleep disorders having on theory performance at work? at home?

    Prepare an article for the local newspaper based on the survey and on information contained in this segment.

--------------- EDITOR'S NOTES: TODAY'S NEWS TERMS --------------

sleep disorder   deprivation   sleep apnea

November 9, 1995 (4)

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*      *   * *   * *
********   **    ** STUDENT HANDOUT:  WHO'S SLEEPY NOW?
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DIRECTIONS: Use this form as the basis for a survey to determine if adults and children in your community have sleeping problems, their causes and how these problems are treated. Circle the appropriate answers. You may add additional questions to this form.

SURVEY QUESTIONS

Age: ______ years _____ months   Gender: M / F

1. How long does it usually take you to fall asleep?

   0 - 5 minutes   5 - 15 min.   15 - 30 min.   More than 30 min.

2. On the average, how many times do you wake up during the night?

   0   1   2   3   4   5   6 or more

3. Why do you wake up during the night?

   nature calls   dreams or nightmares   external noise

   other: ____

4. How many hours of sleep do you normally get each night?

   4 or less   4 - 6   6 - 8   8 - 10   More than 10

5. Do you have a sleep disorder? (Y / N) If so, please name it.

   ____

   How is it treated: nonprescription sleeping product or drug?

   prescription drug   light therapy   mechanical device

   other: ____

Additional Questions:

REMEMBER: Thank the respondent for his/her contribution to the survey.

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AFRICA: ETHIOPIA (PART 4): ETHIOPIA--HISTORY, MENGISTU REGIME: HEROES AND HEROISM; WOMEN

1. Read about the impact of the Mengistu regime on the Ethiopian people now and in the past. Add this history to information from the video to write a brief "apologia" for freedom of the press. Begin your paper with reporter Bonnie Anderson's remark: "As a journalist, I see my task as shining a light on darkness."
2. Define the term "heroine." Using information from the video, describe the characteristics and events that qualify Bonnie Anderson as a heroine to the Ethiopian people. Brainstorm a list of other heroines of the world; then, work with classmates to create a display to explain heroism to observers.

INTERNET: http://lcweb2.loc.gov/et_00_00.html

UNITED NATIONS: INDIA; UNITED NATIONS--SECURITY COUNCIL

3. WHILE VIEWING: List the pros and cons for seating India as a permanent member of the U.N. Security Council. AFTER VIEWING: If a committee made up of the current Security Council members were to vote, would they recommend giving India permanent status? Why? How would adding India affect balance on the council? CHALLENGE: Work in teams to find information on each member and apply this information in a council vote role play.

INTERNET: http://www.un.org

COMPUTERS: ENGLAND--CRIME; COMPUTER CRIMES

4. Why is it difficult to combat stealing computer chips? Working as part of a "security team," map out a plan to make offices more secure -- from teaching employees security methods to technological changes in computers. Present and critique group plans. Which plans seems most feasible? If feasibility were not a problem, which plan would be the best? Why?

AOL SOURCE: TIME MAGAZINE: "Technology: Your Chips or Your Life." 2 May 1994.

ECOLOGY: PERU--ECOLOGY; ENDANGERED SPECIES; ECONOMICS--NATURAL RESOURCES

5. Taking advantage of the successful comeback of the vicuna would take a perfect liaison of conservationists and business. Create a list of "do's and don'ts" to allow economic gain without ecological exploitation.

AOL SOURCE: TIME MAGAZINE: "Two Years After the Earth Summit, It's Time to Take the Pulse of the Planet." 7 Nov. 1994

--------------------WORLDVIEW: TODAY'S NEWS TERMS--------------------

international aid   U.N. Security Council   silicon   computer chip
vicuna   conservation   nature preserve   Aymara Indians

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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Was the killing of Israeli Prime Minister Rabin part of a larger conspiracy?	3:30	4:40
HEADLINES	BUDGET BATTLE LOOMS IN WASHINGTON...	1:00	5:40
EDITOR'S DESK	NEWSROOM reviews a week full of political winners, losers and one "No!"	2:50	8:30
NEWSDATE	On this date...1975...1982...1982...	:30	9:00
OUR WORLD	Sixteen? You can vote in Saxony, Germany.	:35	9:35
GAMES OF '96	U.S. Women's Basketball team is ready to earn gold and the fans' respect.	3:35	13:10
SPACE/PLACE	Live coverage of shuttle launch on CNN...	:30	13:40
LOOK AHEAD	NEXT WEEK: KING COTTON	1:15	14:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		1:20	16:15
AFRICA: ETHIOPIA	(PART 5) Ethiopians are proud of their ancient culture and language.	3:55	20:10
ECONOMICS	CHINA: A communist country with a growing market economy, its ideology is nationalism.	4:00	24:10
DISCRIMINATION	ENGLAND: Blacks make up 2% of the population and experience a majority of discrimination.	2:05	26:15
1996 OLYMPICS	ATLANTA, GA: "Misting" soccer fields next summer may keep Olympic competitors cool.	2:45	28:00
CNN NEWSROOM WORLDVIEW CLOSE		2:00	30:00

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TOP STORY: RABIN ASSASSINATION

1. What new evidence has surfaced that indicates a widening conspiracy in the assassination of Prime Minister Yitzhak Rabin? Why is this news especially troubling to many Jews? How has religious extremism become a factor in this case?
2. What do the terms "far right" and "far left" mean as they relate to Israeli politics? In groups, have students research to identify as many Israeli political factions as possible then share their findings. Create a spectrum and place each faction on it, from "far right" to "far left." Where would you place the factions authorities believe are responsible for Prime Minister Rabin's murder?

EDITOR'S DESK/NEWSQUIZ

3. Have students use the NEWSQUIZ (pg 4) to analyze the qualities that make a leader and to examine their own leadership skills. ANSWERS: Leaders on CNN NEWSROOM this week include: Yitzhak Rabin, assassinated Prime Minister of Israel; Shimon Peres, acting Prime Minister of Israel; Bill Clinton, U.S. President; Yasser Arafat, PLO leader; Newt Gingrich, leader of the U.S. House of Representatives; Retired U.S. General Colin Powell, Hosni Mubarak, Egyptian President and others.

MEDIA LITERACY: "MAKING" THE NEWS

4. Video production is an excellent way to guide students to understand the impact of the visual medium and the way images can express emotions and move others. Guide students to use HANDOUT (pg 3) to produce a 1-minute video perspective on the assassination of Yitzhak Rabin.

GAMES OF '96: WOMEN'S BASKETBALL

5. How is the U.S. Women's National Basketball team gearing up for the Olympics? How do they hope to promote fan interest along the way? What do you think is responsible for a new wave of fan interest in women's basketball? Do you think a women's pro basketball league can be successful in the U.S.? Why/Why not?
6. Besides merchandising, what would you suggest to stir up fan interest in the female "Dream Team" and women's pro sports in general? Have groups of students brainstorm some ideas and share these with the class. With what aspects of professional sports are many fans disillusioned? How could women athletes use this disillusionment to their advantage? Discuss.

---------------EDITOR'S NOTES: TODAY'S NEWS TERMS---------------

barbarism Zionism rabbi faction University of Georgia NBA
alma mater Sheryl Swoopes The Dream Team lucrative Olympics

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November 10, 1995 (3)

MEDIA LITERACY:
STUDENT HANDOUT: "MAKING THE NEWS".

DIRECTIONS: The visual images of the past week's events in Israel have moved many to emotional and creative response. Working with others, answer the questions below to outline and produce a 1-minute video perspective on the assassination of Yitzhak Rabin.

STEP 1: What is the purpose of your video report?

STEP 2: Review appropriate video segments from this week's CNN NEWSROOM to support your purpose. List relevant images and soundbites for inclusion in your report and state the rationale for each.

STEP 3: Consider your purpose and your selected video clips, then write your script. Remember, let the video images and words work for you. Put them together in the most effective sequence. Include "natural sound" and soundbites within your spoken script.

STEP 4: Edit your selected video clips together and read your script over the images.

STEP 5: Have others in the class critique your production. Were you effective in fulfilling your purpose? Explain.

DIRECTIONS: This week CNN NEWSROOM covered a number of national and international leaders. Can you remember 10 of them?

	THE LEADER	THE POSITION
1.	__________________	__________________
2.	__________________	__________________
3.	__________________	__________________
4.	__________________	__________________
5.	__________________	__________________
6.	__________________	__________________
7.	__________________	__________________
8.	__________________	__________________
9.	__________________	__________________
10.	__________________	__________________

ANALYSIS: Select one leader from your list and describe the leadership qualities you believe he or she portrays.

Leader:

Leadership Qualities:

Work with others who have chosen different leaders to create a list of qualities necessary for leadership.

CHALLENGE: Working alone, examine your own leadership skills. In which of the criteria above do you excel? In which do you need work? Design and implement strategies to develop these skills.

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********    **    ** NEWSROOM WORLDVIEW
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AFRICA: ETHIOPIA (PART 5): LANGUAGE AND LANGUAGES, ETHIOPIAN: SOCIOLINGUISTICS

1. Use the Internet or other sources to find information about Ethiopian languages. How many distinct languages are spoken in Ethiopia today? How do you think this situation might affect the national attitudes and loyalties of the people? Brainstorm ways to protect the cultures represented by the different languages while nurturing the use of a "national" language.
2. Language structure and specific words reflect a people's culture. Brainstorm idioms, important phrases, unique terms and linguistic patterns that you believe reflect a distinct American culture. Create a collage of these terms, with pictures, to represent the U.S. CHALLENGE: Work as teams with students from other heritages to create multicultural collages.

INTERNET: http://lcweb2.loc.gov/et_00_00.html

ECONOMICS: CHINA--ECONOMICS; CHINA--NATIONALISM; COMMUNISM

3. Why is Chinese "love of country" making some international political analysts nervous? Find and share historical evidence that Chinese nationalism can extend beyond the country's borders. What might make a difference for modern China?

EXTENSION: China isn't the only country for which nationalism has historically led to war. Cite 20th century examples.

INTERNET: http://www-chaos.umd.edu/history/welcome.html

DISCRIMINATION: ENGLAND--DIVERSITY; DISCRIMINATION: ETHNIC MINORITY

4. WHILE VIEWING: Look for similarities and differences between black-white relations in England and in the United States. AFTER VIEWING: Which country has the greatest chance for change? Why?

1996 OLYMPICS: OLYMPICS; TECHNOLOGY; WEATHER

5. BEFORE VIEWING: Why are the 1996 Olympics important to Atlanta? To the nation? To the international community? AFTER VIEWING: How might this and other technologies support a more successful Olympics?
6. Use resources to discover weather norms in Atlanta, GA, for July and weather norms in participating countries. What would you recommend to teams getting ready for the Olympics or to the Olympic Committee to insure success despite the weather?

INTERNET: http://www.weather.com/

------------------WORLDVIEW: TODAY'S NEWS TERMS-------------------

sociolinguistics   "ai guo" (love of country)   nationalism   racism
glass ceiling   political agenda   1996 Olympics   technology

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*** NO CLOSED CAPTIONING DUE TO TECHNICAL DIFFICULTIES ***

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:25	1:25
TOP STORY	Budgetary politics may force the U.S. government to shut down.	4:20	5:45
HEADLINES	NIGERIAN EXECUTIONS DRAW INTERNATIONAL CONDEMNATION...REBEL SERBS SIGN ACCORD...	:50	6:35
FUTURE DESK	Let your keyboard do the walking as you tour museums via multimedia software.	2:05	8:45
COTTON FACT	Leading cotton-producing U.S. states...	:20	9:05
KING COTTON	(Part 1) Cotton is a way of life in Mississippi's Yazoo River Valley.	5:15	14:20
LOOK AHEAD	TOMORROW: KING COTTON, PART 2...	:20	14:40
TOSS TO CNN NEWSROOM WORLDVIEW	----------------------	1:15	15:55
U.S. ARMY IN S. KOREA	U.S. forces stationed in South Korea have become the focus of controversy.	2:30	18:25
END OF WAR IN ISRAEL	Israelis and Palestinians keep working to co-exist in the West Bank and Gaza.	4:15	22:40
COLUMBIA, S. AMERICA	Columbia, S.A., boasts a stable economy but an unstable social environment.	2:40	25:20
YOUTH CONFERENCE	Children from 85 nations meet to trade ideas on cleaning up the environment.	3:05	28:25
CHECK IT OUT!	An 800 pound sunfish has been sighted off the coast of South Africa.	:40	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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TOP STORY: WASHINGTON BUDGET BATTLES

1. Why are the President and Congress "locking horns"? How could their stalemate ultimately affect the operation of the federal government? Has there ever been a government "shutdown"? Explain. Why does one political observer call this "good political theater"?
2. What is a veto? Have student groups
   a. research the veto power of the Executive Branch,
   b. research any recourse that the other two branches of the U.S. government have and
   c. report their findings. Discuss how veto power and its legislative and judicial responses compose the system of checks and balances.
3. This latest dispute between the Democratic President and Republican Congress is full of political rhetoric and images. Direct groups to search media resources and note examples of the images and rhetoric used by leaders on both sides. Then challenge each group to select one of the two political parties and, using the information they have gathered, turn this latest budgetary battle into a T.V. ad for the '96 campaign. Have groups present/perform their ads for the class.

KING COTTON (Part 1)

1. Explain how cotton is "king" in Mississippi's Yazoo River Valley. Why is Greenwood, Mississippi, called the "Cotton Capital of the World"? How does cotton farming affect all aspects of life in this community?
2. According to retailer Murray Kornfeld, "When the farmer hurts, we all hurt." In groups, have students explain this statement visually. Example: Create a drawing/diagram that illustrates how a poor cotton crop might affect other aspects of life in a cotton-growing community. Have groups present their work.

EXTENSION: Generate a class discussion about the ripple effects of hard economic times for any particular business. What kinds of businesses are located in your community? How might a downturn in any one of those businesses affect your local economy?

EDITOR'S NOTES: TODAY'S NEWS TERMS

continuing resolution veto medicare playing politics Bob Dole
Newt Gingrich Bill Clinton Ronald Reagan essential services
Greenwood, Mississippi Yazoo River Valley cotton gin harvesting
Civil War tenant farmers outmigration mechanization labor

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*     *   *   *   *   * *   * *
*     *****   *   *****  *   * ***** DESK:  MICRO MUSEUM
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1. BEFORE VIEWING: What can you learn from a museum that you can not learn from any other environment?

2. AFTER VIEWING: How is the "micro gallery" museum different from a traditional museum of real exhibits? How might the viewer's experience of the artifacts shown be different?

3. How does a touch screen work? Where is it most often applied currently? How might such technology be more broadly applied in museum exhibits that you have seen recently? How would such applications enhance a museum collection? Discuss.

4. When did museums first come into existence? Why were they created? FIRST: Have student groups investigate the history of one specific world famous museum or gallery. (e.g., The British Museum, The Louvre, The New York Museum of Natural History etc.). Students should:
   a. Research the founders, history and purpose of the museum.
   b. Assess how the museum collection has grown and determine how that growth has affected or changed the original museum's content and intent.

   THEN ASK: How is an interactive "micro-museum" different from a "real" museum?
   c. Challenge groups to prepare proposals that would turn their chosen famous museum into an interactive exhibit, available worldwide through the Internet.

   Have groups share and critique their proposals. What did each group include? What did they leave out? Why? How is an interactive museum experience, directed by an informed observer, different from a real experience of the exhibits and their surroundings? Discuss.

5. Have students make their own future "micro-museums." Distribute the HANDOUT (pg. 4). Have students:
   a. Pick one of the areas on the HANDOUT and create a micro-museum for a specified area of scientific investigation.
   b. Make a model, diagram or provide a description of the proposed physical and cyber museum space.
   c. Describe what would happen "interactively" in the museum.

   What do you think will happen to the world's unique museum treasures as "interactive" access to them becomes more commonplace? Discuss.

-----------------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------------

virtual art touch screen menu X-radiographs interactive curator

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********    **    ** STUDENT HANDOUT:  MICROTECH UNBOUND·
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DIRECTIONS: Pick one of the featured areas below. Create a micro-museum for your chosen.

a. Make a model or draw a detailed diagram of your physical museum space. Include details of your physical and interactive "cyber" museum spaces.
    i. What exhibits would you include? Why?
    ii. How would they contribute to the museum's theme? What exhibits would you include that would be "off-site"? Why?
    iii. Be prepared to justify your answers to these questions.
b. Describe what would happen in the interactive aspects of your museum.
    i. How would visitors "flow" through the museum?
    ii. What responses to your exhibits would you expect from visitors?
    iii. What enlightenment would you most like to bestow on them?

Use the space provided to describe a specific computer "interactive" exhibit or a "real" exhibit in your museum. Your descriptions must match your model.

MY CHOSEN AREA IS (CHECK ONE): ___ BIOLOGICAL SCIENCES
___ PHYSICAL SCIENCES ___ CHEMICAL SCIENCES ___ SOCIAL SCIENCES

MUSEUM REAL / INTERACTIVE EXHIBIT -- DIAGRAM AND DESCRIPTION

DIAGRAM:

DESCRIPTION:

In your opinion, will museums of the future contain real artifacts or simulations? Why? Be prepared to justify your answer. What do you think will happen to the world's unique museum treasures as "interactive" access to them becomes more commonplace? Discuss.

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********    **    ** NEWSROOM WORLDVIEW
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U.S. ARMY IN SOUTH KOREA--UNITED STATES ARMED FORCES--MILITARY LIFE

1. What does each side say about the controversy between citizens of South Korea and the U.S. Army? According to the CNN correspondent, on what do they agree? What do you think the U.S. Army should do in response to outrage in the streets and in the news media? What should they refuse to do? Explain.

INTERNET: http://www.kimsoft.com/korea/eyewit.htm

END OF WAR IN ISRAEL--ISRAEL--JEWISH-ARAB RELATIONS

2. Use the encounter between Fatmeh Hawari and Abie Nathan to create a lesson on peace making in the world community.
   a. What elements of this meeting help build peace and bury hatred?
   b. How does the meeting heal wounds on both sides of this feud?

   Write a fable or a 1-act play in which you highlight lessons on peace making and peace building in this tale of redemption. Show connections between individual actions and world conduct.

INTERNET: http//www.israel.org/israel-info/facts3/history/index.html

COLUMBIA, S.A.-- COLUMBIA--ECONOMY; DRUG TRAFFIC; NATIONAL CHARACTERISTICS

3. On the basis of the CNN report, what are reasons to invest in Columbia and what are reasons to avoid such an investment? What do you think the government must do to change its image? Explain. Research periodicals and the INTERNET address to find articles that describe the process and progress of Columbia's fight to improve security in this nation. Now, create a succinct but hard-hitting advertisement for print media aimed at enhancing Columbia's image as a good business investment.

INTERNET: http//www.uis.edu/colombia

YOUTH CONFERENCE--ENVIRONMENTAL PROTECTION

4. Survey your school and neighborhood community to discover measures people are taking to protect the environment, from letter writing to recycling to car pooling. Compile a list of these actions and create a booklet of local ideas to protect and preserve the environment. Keep your descriptions and "step-by-step" directions simple and easy to read. Enhance with computer or hand made art work. Publish and share with the community through civic groups and interested businesses.

INTERNET: http//www.mit.edu:8001/people/howes/environ.html

---------------- EDITOR'S DESK: TODAY'S NEWS TERMS------------------

jurisdiction
coexistence
forces agreement
guerrilla war
scrutiny
impromptu
sustainable development
peace campaigner

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***********      ***      *** NEWSROOM____________________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Balanced budget issue forces a stalemate between Democrats and Republicans.	4:20	5:30
HEADLINES	SIX KILLED IN SAUDI BOMBING...	:20	5:50
INTERNAT'L DESK	Fear is sweeping through the Tamil community in the capital of Sri Lanka.	2:55	8:45
SPACE/PLACE	Atlantis will link up with Mir tomorrow.	:25	9:10
KING COTTON	(Part 2) Fortunes are made and lost as cotton is traded as a commodity.	5:20	14:30
TOSS TO CNN NEWSROOM WORLDVIEW	----------------------	1:40	16:10
"DA KUAN": BIG SPENDERS	A surprising number of China's political elite are getting rich on perks.	3:15	19:25
SCHOOLS IN ARGENTINA	School is becoming a hit-or-miss proposition for some young people in Argentina.	3:05	22:30
HAITIAN ECONOMY	As it builds a democracy, Haiti is also working to rebuild its economy.	2:35	25:05
DROUGHT IN ZIMBABWE	The drought in Zimbabwe could soon be a life-or-death problem.	4:10	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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TOP STORY: BUDGET BATTLES THREATEN GOVERNMENT SHUTDOWN

1. How did Congressional leaders and the President attempt to avert a government shutdown today? Did they succeed? Explain. What are the major obstacles to a compromise at this point? Do you think a long-term crisis will be averted? Why/Why not?
2. According to today's TOP STORY, what will be the overall effect of a government shutdown? AFTER VIEWING: Have student groups list all aspects of life in their community that are associated with the federal government, then share their lists. Generate a class discussion about how each aspect might be affected by a short-term and a long-term crisis.

INTERNATIONAL DESK: SRI LANKA REHABILITATION

3. BEFORE VIEWING: Guide students to read HANDOUT (pg 3) to gain a perspective on the violence in Sri Lanka. WHILE VIEWING: Have students apply this background information to interpret Private Jayatissa's comment: "The cause was justified. If I think about personal sacrifice, I forget the pain." AFTER VIEWING: Have students discuss their interpretations. Based on images and information from the video and data from the HANDOUT, have students implement a plan to focus international attention on the plight of Sri Lanka. Consider an Op-Ed page in a national newspaper, open letters to Ambassadors at the U.N., peace poetry to leaders in Sri Lanka or an appeal to Amnesty International or other human rights agencies. How might the international community respond? Why?

EXTENSION: Use the following INTERNET addresses to apply more information on Sri Lanka to student plans.
INTERNET: http://www.oneworld.org/news/lanka_recent.html
http://www.adfa.oz.au/CS/flg/wf93/ce.html

KING COTTON (Part [illegible]

4. Describe the atmosphere at the New York Cotton Exchange. How are "fortunes won and lost" here? How do conditions and events in Mississippi fields have an impact on these fortunes?
5. The RESOURCE (pg 4) contains basic information on some of the most commonly used terms associated with futures trading. Distribute the RESOURCE and have students review its information. Then invite an investment professional to address the class on futures trading, its risks and benefits.

--------------EDITOR'S DESK: TODAY'S NEWS TERMS--------------------

continuing resolution   debt ceiling   Treasury Secretary   G.A.O
lost productivity   bid   transactions   New York Cotton Exchange

November 14, 1995 (3)

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*****   *    **    *        ***** DESK: SRI LANKA
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BACKGROUND FOR WAR

Sri Lanka is a South Asian island, slightly larger in area than West Virginia, and located 29 km southeast of India across the Palk Strait in the Indian Ocean. Its rolling terrain, miles of beautiful coastline and tropical weather should make it a tourist's paradise. But, ethnic conflict and continuing civil strife have afflicted this nation since the mid 1980s.

The conflict, however, is much older. The Sinhalese, originally from North India, settled on the island once known as Ceylon over 2000 years ago. The Tamils arrived some time later from South India. The two kingdoms fought on the island as far back as 164 B.C.

In 1948, Sri Lanka became independent. In 1958, bloody race riots broke out between the Sinhalese and the Tamils. Sinhalese politicians were afraid that the immigration of 1,000,000 Tamil laborers from South India would compete for the scarce jobs of a weakened economy. Tamil refugees were massacred by mobs, while the government seemed unable to intervene.

Mob violence continued to increase. Rumors of atrocities circulated and hatred spread. On May 27, 1958, a state of emergency was declared. Press censorship, curbed civil liberties and military control in Tamil areas soon led to complete political breakdown.

President Kamaratunga recently presented a "peace package" aimed to allow the 8 regions of Sri Lanka to govern themselves and hold rights over land, police forces and international investment. The opposition fears that the power of the central government would be too diminished.

The Liberation Tigers of Tamil Eelam (LTTE) continue to fight for a separate state in the north and east of Sri Lanka. Government forces have intensified their offensive. Over 1000 soldiers -- Tamil Tigers and Sri Lankan military -- have been killed in recent fighting. The number of civilian casualties is even greater.

----------------CNN NEWSROOM: RELIABLE RESOURCES-------------------
Compiled from reports by OneWorld Online, http://www.oneworld.org.

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********    **    ** STUDENT RESOURCE:  FUTURES MARKET INFORMATION
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Futures markets are actually clearinghouses and auctions for the most up-to-date information about supply and demand for commodities. Among those commodities are agricultural products (such as cotton), metals, petroleum, domestic stock indexes and financial futures. Terms that are vital to your understanding of futures trading are: contracts, margins, leverage, options, speculators and hedgers.

CONTRACTS. There are basically two types of futures contracts: Those that call for the actual physical delivery of what is traded and those that call for a cash settlement in whatever month is specified. Very few contracts are actually delivered, however. The fact that buyers can take delivery of most commodities keeps their prices and cash market value honest.

MARGINS. The margin is a deposit of good-faith money that can be drawn by the brokerage house to cover trading losses. Usually, margins are 5-10% of the value of a futures contract. Futures accounts are debited or credited daily. If the futures price moves down, the investor must put up more money; if the change is positive, he/she can take cash out of the account.

LEVERAGE. A relatively small amount of money (the initial margin) is all that is needed to buy or sell a futures contract. The smaller the margin in relation to the value of the futures contract, the greater the leverage. This results in huge gains and losses in futures trading, which is not for the faint of heart!

OPTIONS. The two most common options are a "call," which gives the buyer the right to buy 100 shares of stock at a particular price within a particular time period, and a "put," which gives the buyer the right to sell the stock at the specified price. Options are appealing because, in theory, they provide limited risk with unlimited profit opportunities. For example, with limited investment, the buyer of a call can participate fully in the movement of a stock, risking only the initial premium paid for the option.

THE PLAYERS. "Speculators" try to anticipate price changes through the sale/purchase of a commodity or futures contract. They go up against other speculators who think prices are going in the opposite direction. "Hedgers" are basically engaging in "insurance," or trying to protect themselves against an unfavorable price change in a commodity. Hedgers buy/sell in the futures market weeks or months in advance something they intend to buy or sell in the cash market.

------------------CNN NEWSROOM: RELIABLE RESOURCES------------------

LOUIS RUKEYSER'S BUSINESS ALMANAC, Louis Rukeyser, ed. NY: Simon and Schuster, 1991.

DA KUAN: BIG SPENDERS: CHINA--GOVERNMENT; POLITICAL CORRUPTION

1. American politician Thomas E. Dewey asserted: "No man should be in public office who can't make more money in private life." Explain this statement. How does the statement embody the situation in the Chinese government as described in this report? What checks in American government and opportunities in the U.S. free market system help to curb the kind of problems the Chinese are experiencing? Explain.

INTERNET: http://ftp.geog.ucl.ac.be/~patrick/zhonggul/Ezg.html

SCHOOLS IN ARGENTINA- EDUCATION: ECONOMY

2. Until Argentina gets back on its feet financially, what can people do to keep learning alive in their community?
    a. Read about schools formed in small communities on America's frontier. What special "perks" made it possible to retain school teachers despite little money? How did families educate their children if there were no schools?
    b. In the role of townspeople faced with a crisis like Argentina's, outline a plan to keep education alive on a temporary basis, using your research as a source of ideas.

INTERNET: http://www.latinworld.com/countries/argentina/

HAITIAN ECONOMY--ECONOMY: POLITICS

3. Read the geographic and historical data on Haiti found in the INTERNET address below or in encyclopedias and Fact Files.
    a. List all factors contributing to Haiti's economic ruin.
    b. What economic tool was used by the world community to protect Haiti's fledgling democracy? (Sanctions)
    c. What were the pros and cons of the use of that tool for Haiti? How did this backfire? Explain.
    d. List steps leaders and citizens of the Americas must take to reverse the negative impact of previous sanctions.

INTERNET: http://dbj.com/www/wtknight/stats.htm

DROUGHT IN ZIMBABWE: ZIMBABWE- FAITH; DROUGHT; CLIMATE

4. Many peoples and many religions have rituals calling upon the intervention of a higher being(s) to bring rain. Find and read stories about as many different rain-bringing beliefs as possible. Then write a sci-fi tale in which the power of belief overcomes the predictions of science.

INTERNET: http://challenge.tiac.net/users/smurungu/shona_
religion.html

----------------EDITOR'S DESK: TODAY'S NEWS TERMS-----------------

Da Kuan   Fobai   clout   embezzle   nouveau riche   strikes   impasse
nationwide economic crisis   assembly industry   embargo   regime

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******   ***      ***     *              Wednesday, November 15, 1995
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**********     ***      *** NEWSROOM_____________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	The federal government shuts down, sending non-essential federal workers home.	4:00	5:10
HEADLINES	PALESTINIANS WELCOME FIRST PALESTINIAN POLICE...SHUTTLE ATLANTIS PREPARES TO DOCK WITH SPACE STATION MIR...	1:00	6:10
BUSINESS DESK	British fashion designers are the "poor relations" of Britain's clothing manufacturing industry.	2:05	8:15
F.Y.I.	...wearing clothing long preceded "fashion"	:30	8:45
KING COTTON	(Part 3) The apparel industry has rediscovered cotton fabric and the blends created by new technologies.	4:20	13:05
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		1:55	15:00
PENSION PROBLEMS	Elderly Brazilians are starving without the pensions promised by the government.	2:25	17:25
PEACE IN THE BALKANS	A young Bosnian woman, Azra Medjedovic, has little faith in Balkan peace efforts.	3:05	20:30
DIVINE GUIDANCE	Once a force in British life, the power of the Church of England is on the wane.	3:55	24:25
BIG BUDGET MOVIE	THAILAND: Ku Kham, a big budget film, mixes history, passion and heartbreak.	4:15	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: U.S. GOVERNMENT SHUTS DOWN

1. List the federal agencies most directly affected by the budget impasse and discuss the services each provides. Ask students: Who is DIRECTLY affected by the shutdown? List students' responses, then have them brainstorm a list of other sectors of the economy that may be INDIRECTLY affected. Ask students to draw analogies between the government shutdown and the baseball strike and closing of military bases. How are these events similar? different?
2. Characterize the reactions of the people interviewed. Then ask students to project several weeks into the future and write a news report, diary entry, letter, dramatic scene, etc., that begins, "The shutdown is still in effect and the nation is...." Share students' creations aloud.
3. Both Democrats and Republicans insist that this budget impasse is not a political ploy, but a battle of ideologies. Do they have a legitimate point? Distribute the HANDOUT (pg 4). Discuss or review the meaning of the term ideology and how it applies to politics in the U.S. Working in groups, have students complete the chart by noting briefly the ideological views of both parties regarding each budget issue given. Have groups compare notes. Challenge each student to write a comparative essay examining the basic ideological foundations of the Democratic and Republican parties.

KING COTTON (Part 3)

4. What impressions do you get from the video segment about how cotton as a fabric has been viewed? Discuss responses. Have students describe characteristics of cotton clothing that were mentioned in the video. Why does designer Rowley use cotton in her collections? Poll students on the percentage of cotton clothing in their own wardrobes and cotton's perceived advantages and disadvantages.
5. Discuss changes mentioned in the video regarding the cotton industry, including buying patterns and new technologies. Divide students into small groups and have each group query local retailers about the different kinds of cotton blends and any perceived customer buying patterns. On completion, have groups share their research and, on the basis of their findings, design promotional material for the cotton industry.

--------------EDITOR'S DESK: TODAY'S NEWS TERMS----------------

budgetary band-aid balance the budget Medicare Social Security
default furlough Palestine apparel industry lycra

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***** *   * ***** ***** *     * ***** ***** *****  Nov. 15, 1995 (3)
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*     * *   *    **   *   *    * * *       **    **        `BRITISH  ·
***** ***** ***** ***** *     * ***** ***** ***** DESK: FASHION WOES
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1. BEFORE VIEWING: What locations come to mind when you think of the international fashion industry? Was Great Britain one of them? Why/Why not?

2. AFTER VIEWING: Why are British fashion designers often "outclassed" by their Italian and French counterparts? How does this view contribute to designers' financing woes?

3. Often in the business/finance world, perception is reality. This means that what people perceive, whether it is real or not, is what they believe to be true. In class discussion, challenge students to apply this principle to what they have learned about the design industry in Britain.
    a. Then divide the class into groups. Have each group seek out another example of "perception is reality" anywhere in business or finance and report their findings. For example, a group may want to focus on a particular company's stock performance because it was perceived as a "hot prospect."
    b. After the reports, ask students to offer suggestions aimed at changing the "perception" of the British fashion industry to make it more attractive to banks and investors.

4. What is a subsidy? Why do governments sometimes pay subsidies to certain industries? Have students work in groups to examine the subsidy issue and find examples of nations/industries that engage in this economic practice. Share information, then pose this question to students: In a free market economy that faces strong international competition for limited markets, is subsidizing a good idea? Discuss.

5. Lead a class brainstorming session to generate a list of concerns consumers have when shopping for clothes. Then have the class prioritize these lists, from what students think is the MOST important to the LEAST important issue to the consumer. Challenge groups to use this information to come up with an ad campaign for styles "made in Britain," and share their campaigns with the class.

--- ---------- -EDITOR'S DESK: TODAY'S NEWS TERMS-----------------

high finance   Fashion Week   London   export   under-investment
textile industry   homestyle   catwalk   retailer   sponsor

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*      *   * *   * *
********    **    ** STUDENT HANDOUT:  BUDGET IDEOLOGY
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DIRECTIONS: Throughout this recent budget impasse, Democrats and Republicans do agree on one thing: Both sides insist that this is not a political ploy, but a battle over ideologies. Do they have a legitimate claim? Use your resources to help you summarize the parties' different political ideologies as these views relate to each issue associated with the budget that is listed below. Record your findings on this chart.

BUDGETARY ISSUE	DEMOCRATS' VIEW	REPUBLICANS' VIEW
taxes		
size of the federal government		
government spending		
entitlement programs		

Compare notes. How do the perspectives on these budgetary issues give you insight into the ideologies of both parties?

Use what you have learned as the basis for a comparative essay on the basic political ideologies that are the foundations of the modern Democratic and Republican ideologies. With which, if any of these, do you feel you are most closely in agreement? Why?

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*****  **    **    *                          November 15, 1995 (5)
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PENSION PROBLEMS: BRAZIL--POLITICS AND GOVERNMENT

1. Research the history of social security in the U.S. What president supported the concept and "pushed" it through Congress? Why? Is the program still valid in today's world? Why/Why not? In the role of an elderly Brazilian, write a letter to the local paper airing your feelings about the social security failure. This is not a formal paper. Tell your story and make your plea based on personal expectations.

INTERNET: http://www.ssa.gov/SSA_Home.html

PEACE IN THE BALKANS: BALKANS--WAR CRIMES

2. In your opinion, who or what is responsible for the atrocities committed in Bosnia-Herzegovina?
   a. the leaders?
   b. the blood lust associated with battle?
   c. ancient personal or ethnic hatreds of civilians?
   d. all of the above?

   Are one or both sides enacting atrocities? If a peace agreement is signed, does that insure ongoing peace in the region? Explain. Write a short story or one-act play showing Bosnians, Serbs or Muslims, shouldering the burden of insuring peace.

INTERNET: http//www.oneworld.org/news/bosnia.html

DIVINE GUIDANCE: ENGLAND--HISTORY; FAITH; POLITICS & GOVERNMENT

3. Ralph Waldo Emerson once said of the Church of England: "The merit of the Anglican Church is that, if you let it alone, it will let you alone." How is the history of this denomination reflected in this statement? Does it also explain the Church's current problem of low attendance? In what ways? Create a political cartoon illustrating the influence of history on the Anglican Church, both in its foundation and its current status.

INTERNET: http//www.iris.brown.edu/iris/RIE/religions/Anglican.html

BIG BUDGET MOVIE: THAILAND--MOTION PICTURES--PRODUCTION & DIRECTION

4. Explain what you think is meant by Ku Kham's producer: "It has been 50 years since the war [WWII] has ended. What if we celebrate the end of WWII by not allowing another war to happen? By using love in the war story I think it will be effective." Given your explanation, write the ending you think the story should have. Remember not to preach with your ending but to use reality as you understand it to illustrate your idea.

INTERNET: http//ww.grolier.com/wwii/wwii_mainpage.html

--------------EDITOR'S DESK: TODAY'S NEWS TERMS-----------------

government pension fund   social security   inflation   war atrocities
ethnic cleansing   Anglican Church   religious denomination   realism

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******   ***      ***     *                 Thursday, November 16, 1995
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	The budget standoff continues.	5:00	6:10
HEADLINES	ATLANTIS, MIR COMPLETE DOCKING...	:30	6:40
SCIENCE DESK	A new invention could reduce a golfer's chances of injury on the course.	2:25	9:05
LOOK AHEAD	TOMORROW: Teens working together...	:30	9:35
KING COTTON	(Part 4) Eighty-four year old Floyd Holman represents the end of an era.	4:40	14:15
TOSS TO CNN NEWSROOM WORLDVIEW	--------------------	1:50	16:05
INDIA AND THE U.S.	Pakistan, India's enemy, is ally to the U.S., putting India and the U.S. at odds.	2:20	18:25
DEADLY VIRUS	In Australia, two men have died from a mysterious virus contracted from horses.	3:10	21:35
FRENCH BREAD	A distinctly French symbol, the baguette, is losing its appeal in France.	3:30	25:05
NAIROBI MARKET	One of the most popular attractions of Nairobi, Kenya's capital, is its market.	3:05	28:10
CNN NEWSROOM WORLDVIEW CLOSE		1:50	30:00

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TOP STORY: BUDGET IMPASSE CONTINUES

1. What is a "non-essential" government employee? Name some government jobs that may be considered "non-essential." Why are some of these workers lining up at unemployment offices?
2. Under what conditions can workers receive unemployment benefits? Who pays for these benefits? Have students work in groups to a) learn more about the financial "safety net" that workers in their community can rely on and b) share their findings. How is the system financed? What are the requirements for collecting benefits? Are there safeguards to prevent fraud? Discuss.

EXTENSION: Ask: In your opinion, should government workers who are affected by this budget impasse be allowed to collect unemployment benefits? Why/Why not? Discuss.

3. After viewing today's Top Story segment, ask students to recall images people are using as they discuss the budget impasse. For example, what is a "pawn"? Why does the worker interviewed feel like one? Help student groups locate other media resources and scan them for additional images. Challenge each group to draw an editorial cartoon that amplifies one or more images students have found that refer to the budget crisis. Post the cartoons around the classroom.
4. Present this scenario to students: It's the fall of 1996. Presidential candidates Bill Clinton and Bob Dole are facing each other in a nationally-televised debate. A journalist asks the following question of both leaders:

> "Last year at this time, the U.S. government was forced to shut down because there was no agreement on a federal budget. Many voters believe that this was nothing but political bickering. What do each of you have to say to convince them otherwise?"

Using media resources, have each student write the responses he/she believes Mr. Clinton and Mr. Dole would deliver.

KING COTTON (Part 4)

5. How does Floyd Holman makes a living? How does he represent the last generation of cotton farmers? Why does he still do his work by hand?
6. Do you know of anyone who still does his or her job manually, while others are using machines? Challenge students to seek out one such individual, or find information about a person who still does work by hand. Have students discuss their findings. Why does this worker still do things the "old-fashioned" way? What can we all learn from these individuals? Discuss.

------------- EDITOR'S NOTES: TODAY'S NEWS TERMS -----------------

1996 Transportation Appropriations Bill   Treasury Department   HUD
balanced budget   Mike McCurry   Al Gore   Social Security
FHA   OSHA   Congressional Budget Office   "non-essential" employees
The Great Depression   sharecroppers   boll   spiritual   Oxford, MS

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***** ***** ***** ***** *     * ***** ***** DESK:  NEW GOLF CLUBS
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1. BEFORE VIEWING: What is a vibration? How is a vibration measured? What effect does a vibration have on its surroundings?

2. AFTER VIEWING: What is a shock absorber? How does a shock absorber dampen vibrations? How would you measure the change?

3. Discuss with students the sports they play. Do any of them involve striking an object with a club, bat or racquet? Ask: Which is more important in sports: protection from injury or performance? Would you pay more for safer sports equipment or for equipment that increases performance? Explain.

4. Ask students to list the components of the human arm. What parts are the most fragile? Why? Challenge students to draw the various levels of arm structure, starting with the bones, then the connective tissue, the muscles and finally the nerves. Have students indicate how damage from vibrations can occur at each level. Ask:
   a. What damage occurs at each level in the short term? long term?
      What can be done to prevent the damage at each level?
   b. How can damage be treated or prevented?

   Divide the class into 4 groups and assign each group one of the levels of structure. Challenge each group to make a working 3-D model of its part of the arm, using the model to show how injuries occur in a display.

5. What is a shock absorber? How does it work? Gather these materials: soup cans, shallow containers to serve as ripple tanks, 50 gram weights, string, ring stands and clamps, double face tape, protractors and various damping materials such as sand, sawdust, paper mache, etc. THEN:
   a. Divide the class into groups. Distribute sufficient materials and copies of the HANDOUT (pg 4).
   b. Instruct groups to follow the directions on the HANDOUT to determine the best shock absorbing materials.

   Reconvene the class and share results. What substances were the best shock absorbers? Which were the worst? Why? Have each group develop an ad campaign to sell steel shafted golf clubs filled with the material they found to absorb vibrations best. Have groups present their ideas to the class in an advertising expo.

-------------- EDITOR'S NOTES: TODAY'S NEWS TERMS ----------------

Carpal Tunnel Syndrome   Powerbuilt   vibration   shock absorbers

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********    **    ** STUDENT HANDOUT:  GOOD VIBRATIONS
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DIRECTIONS: Conduct experiments to find which of several materials makes a good shock absorber. Follow the procedure below carefully.

1. Using the materials supplied, set up the ripple tank to measure vibrations. The soup can will represent your steel club shaft. Use the double-sided tape to attach the steel soup can to the bottom of the ripple tank, open end up.

2. Set up the ring stand, clamp, string and weight to make a pendulum. This pendulum will supply the force that vibrates the steel shaft.

3. Position the pendulum so that when the weight is hanging straight down it just touches the side of the can, about 5 cm from the top.

4. Add water to the ripple tank to a depth of 3 cm.

5. Test your apparatus by pulling the mass away from the can so that it forms a 30 degree angle to the vertical. Measure the angle with the protractor. Release the mass and allow it to swing, striking the can.

6. When the mass strikes the steel can it will set up vibrations in the can, just as a golf club vibrates when it hits a ball. The vibrations will be transferred to the water in the ripple tank. By watching the water waves formed you can judge the frequency and amplitude of the vibrations.

7. Repeat the process several times, until you are adept at measuring the angle and allowing the mass to strike the can in the same way each time. Make sure the can remains firmly attached to the bottom of the ripple tank.

8. Now you are ready to measure the shock-absorbing ability of various materials. Fill the can with the material to be tested and perform the experiment. Watch the waves carefully to judge relative frequency and amplitude of vibrations.

9. Replace the material in the can with another substance and repeat the procedure.

10. Repeat with each substance supplied by your teacher.

Use the data collected to design and market a high-tech golf club.

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November 16, 1995 (5)

INDIA AND THE U.S.--INTERNATIONAL RELATIONS; NUCLEAR WEAPONS

1. What diplomatic decision must the U.S. make? How might the results of this decision cause problems for the world community?
   a. At the top of a sheet of paper state, briefly, the goal the U.S. hopes to achieve with its decision.
   b. Across the bottom of the sheet list alternative actions the U.S. could take to achieve its goal.
   c. In the middle of the sheet describe the positive and negative consequences of each alternative.
   d. Using this outline, assess alternatives in terms of their consequences to the U.S. and the world. What alternative do you think is best? Explain.

INTERNET: http:////www.union.rpi.edu/~ansars/paksa_locker/pak_mosaic/pakistan.html

DEADLY VIRUS: DISEASE--PUBLIC HEALTH; VIRUSES

2. Mysterious, deadly diseases have plagued humans for centuries. Research dictionaries/encyclopedias to explain this statement: Epidemiologists are the Sherlock Holmes of disease. Identify one of the great mystery stories of epidemiology, for example, tracking down Legionnaire's Disease. Tell the story to the class in the style of Edgar Allen Poe or Arthur Conan Doyle. Does your tale have a happy or a frightening conclusion?

INTERNET: http//http://www.cdc.gov/cdc.htm

FRENCH BREAD--FRANCE- SOCIAL LIFE & CUSTOMS; NUTRITION

3. Write a dialogue between a French baguette and a loaf of mass-produced bread. The proud baguette orders the mass-produced loaf to "get out of town"! That lowly loaf does not intend to meekly follow orders. Give each type of bread a unique character with expressions, grammar and attitudes based on descriptions from the video. Will the loaves settle their dispute peacefully or will all-out war be declared?

INTERNET: http//meteora.ucsd.edu/~norman/paris/Expos/PersonalView/frread.html

NAIROBI MARKET--KENYA: ECONOMY; SOCIAL LIFE & CUSTOMS

4. Nairobi's market is a popular tourist attraction. What did you see that was unique or interesting? How would you describe the market? What do you think makes it so popular? Create artwork based on this special CNN report -- a poem, painting or musical work. Try to convey the color, sounds and mood, as well as the unique attributes, of this African "shopping center."

INTERNET: http//www.ms.uky.edu/~rbowen/

-----------------EDITOR'S DESK: TODAY'S NEWS TERMS------------------

arms supplies burgeoning equine morbillivirus antidote baguette

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******  **     **    *                 Friday, November 17, 1995
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Philosophical differences between parties may lead to a long standoff on the budget.	4:25	5:35
HEADLINES	ALGERIANS VOTE DESPITE DEATH THREATS	:30	6:05
EDITOR'S DESK	Stories covered: embassy bombing in Saudi Arabia, Bosnian peace and meeting in space.	3:50	9:55
NEWSQUOTE	Eric Hoffer, American Philosopher, 1902-1983	:30	10:25
OUR WORLD	African-Americans and Jews unite to combat misconceptions in Washington, D.C.	3:55	14:20
TOSS TO CNN NEWSROOM WORLDVIEW	----------------------	1:45	16:05
CONFLICT IN KOREA	The Korean War ended 42 years ago, but tensions between N. and S. Korea persist.	2:20	18:25
PEACE AT LAST	After 46 years of hostilities, Jordan and Israel have enjoyed 1 year of peace.	2:55	21:20
MICKEY KANTOR	According to an expert, global commerce doesn't have to be a mystery.	4:40	26:00
PHILIPPINE BASKETBALL	Thousands of people in the Philippines are savvy to western-style basketball.	3:10	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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TOP STORY: CLASH OF TITANS

1. BEFORE VIEWING: Have students define "political issues" and "political rhetoric" and compare the terms. Instruct students to note examples of each while watching the video. AFTER VIEWING: Discuss students' observations. Have them search the media to find other examples of issues and rhetoric on the budget. Which approach do your students find more often? Why?
2. Have students research "the legacy of the New Deal." How does Pres. Roosevelt's plan for the '30s influence lives today -- politically, socially, economically? Based on their research, have students decide whether this legacy is beneficial.

EDITOR'S DESK/NEWSQUIZ

3. Have students use NEWSQUIZ (pg 4) to decide whether "King Cotton" was a good title for this week's series. ANSWERS VARY.

MEDIA LITERACY: EXPANDING OUR DEFINITION OF "MEDIA"

4. If media are the means by which we are entertained and informed, today's definition must expand to include the world of computers and telecommunications. As a class, define "electronic highway" and list the types of information to be found there. Next, have students use the HANDOUT (pg 3) to travel the electronic highway to examine an important current issue, the federal budget. Ask students to consider:
   a. How much and what types of information are available?
   b. Is information valid? Current? Interactive? Accessible?
   c. How would they rate the Internet compared with other information media in these areas? Why?
   d. What can be done to improve the Internet?

EXTENSION: If students are unable to access the Internet at school, have them research and evaluate the electronic highway as an information source. Have one team of students incorporate the class findings into the rationale for a feasibility study on Internet access at school. Have other teams discover and report on the requirements and costs for access to the Internet and strategies for putting it into classes.

OUR WORLD: OPERATION UNDERSTANDING D.C.

5. BEFORE VIEWING: Define "stereotypes." Discuss how stereotypes are frequently used and whether or not they are dangerous. AFTER VIEWING: How does Operation Understanding D.C. dispel misconceptions? Divide students into groups. Have each group identify a situation in their school or community which could benefit by bringing people together. Have students speculate on what may happen if such meetings were to take place.

EXTENSION: Have students implement their plans for understanding.

----------------EDITOR'S NOTES: TODAY'S NEWS TERMS----------------

hard line philosophical mandate stalemate anti-semitic slurs

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*****  **    **    *                           November 17, 1995 (3)
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*      *   * *   * *                   MEDIA LITERACY: EXPANDING
********    **    ** STUDENT HANDOUT:  OUR DEFINITION OF`"MEDIA"
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DIRECTIONS: If "media" is defined as the means by which we are entertained and informed, then our definition changes with time. Use the "federal budget" as the basis for an examination of the information available on the Internet.

Check the sources:

- http://www.fusebox.com/debtclock
  - How much is your family's share of the debt?
- http://garnet.berkeley.edu:3333/budget/budget.html
  - UC-Berkeley's Center for Community Economic Research created this simulation to help you see how cuts and increases impact the national debt.
- http://www.vote-smart.org/reference/primer/budget.html
  - Vote-Smart introduces budget concepts, including a calendar and glossary.
- gopher://sunny.stat-usa.gov:70/11/BudgetFY96
  - Check here for numbers and analysis of the 1996 budget.

The following addresses represent a variety of sources, both partisan and bipartisan.

http://www.uwsa.org/busround/15longterm/html
http://darkwing.uoregon.edu/~pdefazio/reports/balanced.html
http://www.aflcio.org/estatements/feb95/attack/fsbalance.txt
http://www.nando.net/newsroom/nt/biz3.html
http://www.telusys.com/contract/bba.html
http://www.house.gov/hostettler/bba/htm

Use Lycos, Webcrawler or other available search engines to find more possibilities. Search words might include "balanced budget," "federal budget" or other combinations.

Every presidential candidate has a page on the Web and an opinion on the budget.

Lamar Alexander(R) -- http://www.Nashville.Net:80/~lamar
Pat Buchanan (R) -- http://www.buchanan.org
Bob Dole (R) -- http://www.dole96.com
Steve Forbes (R) -- http://www.forbes96.com
Phil Gramm (R) -- http://www.gramm96.org
Alan Keyes (R) -- http://www.alankeyes96.gocin.com
Richard Lugar (R) -- http://www.iquest.net/lugar
Arlen Specter (R) -- http://www.bizserve.com/specter
Morry Taylor (R) -- http://www.webcom.com/~morry96
Bill Clinton (D) -- http://www.whitehouse.gov
Harry Brown (Lib) -- http://www.HarryBrowne96.org
Rick Tompkins (Lib) -- http://www.indirect.com/www/mongoose/rick96

If you have access, look for newsgroups on the issue of the budget to share your opinions and find out what others are talking about.

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**   * ******  **       ** ***** ***** *   *   * ******   11/17/95 (4)
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*   ** *          * * * *     * * * * *   *   *   *
*    * ******    **   **   ***** ***** *****  * ******  KING COTTON
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DIRECTIONS: This week's special CNN NEWSROOM series was entitled "King Cotton." Below the summary of each story, list information from the story that illustrates why the title might or might not be appropriate.

Segment 1: Monday, November 13
For people in Greenwood, Mississippi, in the Yazoo River Valley, cotton is a way of life.

Segment 2: Tuesday, November 14
Cotton is a "hot" commodity on the futures market in the New York Cotton Exchange.

Segment 3: Wednesday, November 15
The fashion industry has found many new ways to exploit the glamorous side of cotton.

Segment 4: Thursday, November 16
Picking cotton by hand is a thing of the past, but for 84-year-old Floyd Holman the old-fashioned way is the best.

Based on your lists, either agree with the series title "King Cotton" and explain why, or rename the series and state your rationale.

EXTENSION: Cotton has been part of U.S. history from its very beginnings. Work in small groups to examine cotton in the U.S. in specific historical eras and determine the title, topics and outline for a four-part series that might air on "CNN in History."

November 17, 1995 (5)

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********    **    ** NEWSROOM WORLDVIEW
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CONFLICT IN KOREA: KOREA--HISTORY--1950-1953, KOREAN WAR

1. Who were the disputants in the Korean War? Over what were they fighting? Would you describe the treaty that ended the war, for all concerned, as "win-win"? win-lose? lose-lose? Explain.
   a. Divide into 2 groups--South and North Korea--and research recent periodicals and INTERNET sources to discover:
      i. information about either nation's economic, political and social status today; and,
      ii. either nation's attitudes toward each other today.
   b. Debate the need for a new treaty and suggest actions each side could take to build a more stable relationship.

INTERNET: http://www.onramp.net/~hbarker/index.html

PEACE AT LAST: ISRAEL--INTERNATIONAL RELATIONS--ARAB COUNTRIES

2. Who is in favor and who opposes, or is skeptical about the worth of, the historic peace between Jordan and Israel? Based on your viewing, on which "front" -- economic, political or social -- would positive change be most likely to protect this fragile peace? Explain. Brainstorm actions peace supporters can take to change negative minds and give the treaty between these traditional enemies a chance to thrive.

INTERNET: http://www.iconnect.com/jordan/treaty.html

MICKEY KANTOR: U.S.--COMMERCE--JAPAN; U.S.- EDUCATION

3. Mickey Kantor states: "You can breech every trade agreement in the world....You can be as aggressive as you want....If you don't educate your work force, you can't compete." Interview business experts for their advice about educating the future work force. Analyze the survey. List the top educational priorities to insure U.S.'s ability to compete in global market.

INTERNET: http://www.jetro.go.jp/

PHILIPPINE BASKETBALL: SPORTS--BASKETBALL; BUSINESS--MARKETING

4. Compare attitudes of the Filipino and U.S. business community and fans about professional basketball. What are the similarities and differences? How do you explain the differences? Are the similarities common to professional sports everywhere? Explain. Create a Help Wanted ad for a U.S. or Filipino paper to woo basketball players away from their home courts.

INTERNET:
http://www.tns.lcs.mit.edu/cgibin/sports?categories=Basketball

-------------EDITOR'S DESK: TODAY'S NEWS TERMS-------------------

infiltrate   full-bodied guardian   demilitarized zone   fledgling
skepticism   global commerce   high-stakes international negotiations

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******  **    **    *                    Monday, November 20, 1995
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*********   **    ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	U.S. President and Congress agree to a compromise budget and return federal employees to the workplace.	3:45	4:55
HEADLINES	YASSER ARAFAT IN JENIN...RABIN COMMISSION HEARS TESTIMONY...BOSNIA PEACE TALKS DEADLINE...APEC SUMMIT ENDS WITH 15-YEAR PLAN.	1:30	6:25
SPACE IS THE PLACE	Space shuttle ATLANTIS astronauts are expected back on Earth around noon EST.	:30	6:55
FUTURE DESK	An all-terrain robot, created to search out land mines, may be on the market in a few months.	2:30	9:25
ON THE TRAIL	Florida Republicans pick Sen. Bob Dole as their presidential favorite -- but by a very slim margin.	1:45	11:10
OUR WORLD	He set an all-time record for yards rushed but this high school football player has a lot more going for him!	2:45	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		1:10	15:05
MOZAMBIQUE	(Part 1) De mining post-war Mozambique is a difficult and dangerous U.N. mission.	9:40	00:00
THAILAND	Even in death, the life of Sangwal Talapad represents honor in the Royal Family.	3:50	00:00
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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TOP STORY: WASHINGTON BUDGET DEAL

1. Describe the "give and take" of the budget agreement between Republican legislators and the Democratic Administration. What concessions were made by each side?
2. Replay the TOP STORY video segment and ask students to note language that relates to specific government programs. After the replay, analyze this language for ambiguity. For example, how much is "adequate" and who makes that determination? Ask students: Of the programs mentioned in the video, which ones do you think will generate the most heat in the upcoming election? Defend your rationale.
3. Create a class "scorecard" on these budget items. Divide the class into groups. Assign specific budgetary areas to each. Have groups monitor and report to the class any changes to their specific areas as the Congress and the Administration attempt to balance the budget.

ON THE TRAIL: STRAW POLL

4. What is a "straw poll" and how significant an indicator is it of which candidate becomes the eventual nominee? Have student groups research past straw polls for the names of winners and by what margin and compare with their status as the eventual nominee. Which straw polls seem to be the most accurate indicators of eventual victory?
5. Who were the top three vote-getters in the Florida straw poll? What vote percentages separated them? Ask: Based on these numbers, how important do you think is Sen. Dole's win? Explain.

OUR WORLD: FOOTBALL PHENOMENON

6. How are the different people around him reacting to Ronnie Jenkins' success? Describe Ronnie Jenkins' reaction. Why do you think the students at his school admire him?
7. What "double benefit" would college recruiters get in Ronnie? Why do you think the reporter emphasized his grade point average? Discuss, then have students search for information on, and write a profile of, a sports figure in any time period who could be called an athlete and a scholar. Compile these into a volume, illustrate and give to the media center to share with other classes.

------------------EDITOR'S NOTES: TODAY'S NEWS TERMS---------------

balanced budget budget reconciliation bill Jenin, West Bank
Yasser Arafat Shin Bet APEC Atlantis Mir straw poll

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***** *   * ***** *   * *****  *****          November 20, 1995 (3)
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***   *   *   *   *   * *****  ***
*     *   *   *   *   * *   *  *
*      *****    *    ***** *    * ***** DESK:  UNSTOPPABLE ROBOT
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1. BEFORE VIEWING: What is a robot? What functions do robots currently perform in society? Why do we use robots in these roles rather than human subjects?

2. AFTER VIEWING: What was the designed purpose of the unstoppable robot? In what situations might such a robot be useful?

3. What is a center of gravity? Why is a low center of gravity an advantage to a robot? Ask students to construct a hypothesis indicating the relationship between the location of the center of gravity and the stability of an object. Then group students and distribute to each group:
   a. copies of the HANDOUT (pg 4.).
   b. a 1.25 cm wooden dowel approximately 3 meters long
   c. a metric ruler
   d. a stopwatch or clock with a second hand
   e. about a 1/2 pound of clay

   Instruct groups to follow the directions on the HANDOUT and complete the activity. On completion, have them a) share their results and hypotheses and b) compare their findings to the statement made in the segment that the low center of gravity of the spiral tube robot allows it to maneuver in environments where a typical robot would tip over. Ask students: Do your results support or contradict this hypothesis? Explain.

4. What might be some new, adaptive uses for the unstoppable robot? With a $2000 - $5000 price tag, is this robot really disposable? Explain. Consider the cost of the robot versus the potential cost of other resources in your answer.

5. How is the unstoppable robot superior in design to robots on wheels or tracks? Are there any terrain travel limitations or problems with the spiral tube design?
   a. Have student groups brainstorm a list of challenging tasks the spiral tube robot might perform around the school or community and share their ideas.
   b. Have the class determine if the unstoppable robot would be able to complete each task and, if not, why not.

   Challenge students to make a better unstoppable robot in a design competition. Display students' work.

------------------- CNN NEWSROOM: TODAY'S NEWS TERMS -------------

Bosnia   robot   prototype   all-terrain   traction   center of gravity

November 20, 1995 (4)

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********    **    ** STUDENT HANDOUT:  I, ROBOT, STABLE.'
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DIRECTIONS: Determine the relationship between the location of the center of gravity and the stability of an object.

QUESTION: What is the relationship between the location of the center of gravity and the stability of an object?

MATERIALS: 1.25 cm dowel approximately 1 meter in length, metric ruler stopwatch or clock with a second hand and a lump of clay.

PROCEDURE:

1. Place a lump of clay about the size of your fist approximately 20 cm from one end of the dowel.
2. Balance the dowel on your finger, putting your finger under the end closest to the lump of clay. Observe what happens and record below.
3. Now turn the dowel over and try to balance it with the clay near the top. Record your observations and compare.
4. Based on the information you have obtained in steps 2 and 3, predict where you would place the clay to make it easiest to balance the dowel.
5. Find the spot on the dowel allowing you to balance it for the longest time. Record your data as you experiment.

DATA AND OBSERVATIONS:

1. What happened when you tried to balance the dowel with the clay close to your hand?

2. What happened when you tried to balance the dowel with the clay at the far end?

3. Predict the relationship between the location of the lump of clay (location of the center of gravity) and the length of time you can balance the dowel (stability).

4. DATA TABLE:

Location of Clay (cm)	Length of Time Balanced (sec.)

5. Construct a hypothesis indicating the relationship between the center of gravity (lump of clay) and the stability of the dowel (length of balancing time).

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********    **    ** NEWSROOM WORLDVIEW
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November 17, 1995 (5)

MOZAMBIQUE (PART 1): AFRICA--MOZAMBIQUE; UNITED NATIONS--DE-MINING; INTERNATIONAL COOPERATION

1. BEFORE VIEWING THE SERIES:
   Place the word "Mozambique" in the center of the chalkboard. Around this word, place topics that you believe will be covered over the next three days of the series -- location, climate and land, history, politics, international relations, culture and peoples, economics.

   WHILE VIEWING THE SERIES:
   Fill in appropriate details beneath each of the sub-topics. Use other sources where needed.

   AFTER VIEWING THE SERIES:
   Consider the information you have gathered and draw lines to show connections across and among topics. Based on your analysis, what generalizations can you make about the interactions of people, time and place in Mozambique? Do these generalizations apply to all nations? Explain.

2. WHILE VIEWING: Create a list of statements and images that describe the United Nations' role in Mozambique. AFTER VIEWING: What is the impact of the U.N. on all aspects of life in a developing country? Read a copy of the preamble to the U.N. Charter. Do all of these activities fit into the U.N.'s mission? Explain. DEBATE: Resolved, the U.N. is a viable world organization for the next century. Use the video segment as the basis of an argument for continued support of the U.N. Use other sources to argue the negative.

EXTENSION: Find out about Turner Adventure Learning's electronic field trip to the United Nations. Call (800) 639-7797.

INTERNET: http://www.un.org
http://www.adfa.oz.au/CS/flg/wf93/mz.html

THAILAND: THAILAND -- ROYAL FAMILY; SOCIAL LIFE & CUSTOMS

3. WHILE VIEWING: List the "fairy tale" elements from the true story of Sangwal Talapad. AFTER VIEWING: You are part of a big-time Hollywood production team planning to put Sangwal Talapad's story on the screen. Consider the story and make decisions about the cast, the physical and cultural setting and required scenes. Research to insure authenticity. Outline these production points in a portfolio for potential investors. Present your production plans to the class. Would the wise investor support your project? Why/Why not?

INTERNET: http://www.gorp.com/gorp/location/asia/thailand.htm

-------------WORLDVIEW: TODAY'S NEWS TERMS-------------------

guerrillas	colonization	civil war	mine ring	repatriation
bureaucrats	Royal Family	Buddhist	Supreme Patriarch	

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******  **   **   *         Tuesday, November 21, 1995
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*********   **    ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Balkans disputants stumble over territorial issues as yet another deadline passes.	4:15	5:25
HEADLINES	CONGRESS PASSES TEMPORARY SPENDING MEASURE ...SPACE SHUTTLE ATLANTIS LANDS SAFELY	1:00	6:25
INTERNAT'L DESK	Malnutrition rises sharply in Mexico and what people eat--and don't eat--affects the health of the very young.	2:50	9:15
AROUND THE WORLD	Former Communist unseats Solidarity leader Lech Walesa as Poland's president.	1:00	10:15
OUR WORLD	The Starbrite communications system lets hospitalized kids connect in cyberspace.	2:30	12:45
LOOK AHEAD	...to Provincetown and Pilgrim's Landing.	:30	13:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		2:25	15:40
MOZAMBIQUE (PT 2)	A difficult transition: colonialism to communism to a free-market economy.	7:30	23:10
ARGENTINA	Brioloche is the unsuspecting home of a confessed Nazi war criminal.	3:25	26:35
ENGLAND	A stunning fossil-find guides scientists in their search for clues to the past.	2:40	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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TOP STORY: BOSNIA PEACE TALKS

1. What is the "sticking point" that has bogged down peace negotiations in the Balkans? Use a map to describe the "haggling" process. Where does it stand now? If negotiations were to break down completely, would you describe this as a win-lose or lose-lose situation? Explain.
2. Have students use the HANDOUT (pg 4) to examine the peace talks in relation to the "Five Steps of Negotiation." Based on their findings, are the talks on the right track? Explain.
3. Who are the mediators in the talks? What is their role? Is setting a deadline for a settlement a good mediation technique? Why/Why not? What might happen next?

INTERNATIONAL DESK: MALNUTRITION IN MEXICO

4. Describe the diet experts say causes malnutrition in children. What functioning is impaired by poor diet?
5. What has caused the recent rise in malnutrition in Mexico? Brainstorm a list of factors contributing to malnutrition -- poverty, drought or other weather-related condition, war -- and identify affected regions. Divide the class into 4 groups and distribute a copy of the HANDOUT (pg 3) to each. Assign one of the following countries to each group to research its response to hunger at home: India, Niger, Philippines and Senegal.

EXTENSION: Have groups investigate programs to combat hunger in the U.S. and create a profile similar to that on the HANDOUT.

OUR WORLD: STARBRITE

6. BEFORE VIEWING: Make a class list of all of the reasons to go on-line. AFTER VIEWING: How is Starbrite a very special on-line situation? How does it take advantage of multiple technologies? How might this be used in a broad-based program?
7. Starbrite's corporate sponsors are using the Internet to "do good." Brainstorm a list of other possible uses of the Internet that would be a helpful project. Work with others to choose one idea from the list:
   a. Consider the rationale for sponsoring the project;
   b. Consider the most appropriate corporate sponsors; and,
   c. Write a letter to the public relations department of a possible sponsor, summarizing the idea and stating the rationale for their participation.

--------------EDITOR'S NOTES: TODAY'S NEWS TERMS------------------

Warren Christopher temporary spending measure Lech Walesa

Aleksander Kwasniewski (kvash-NYEFF-ski) malnutrition thyroid

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*****  *     *  *****  **  *                    November 21, 1995 (3)
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  *    *   * *    *        *
*****  *    **    *        ***** DESK: U.N. HUNGER
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DIRECTIONS: Your assigned country has an active, grassroots campaign against hunger in at least one of its regions. Search media and on-line resources to supply the information below. Specify cause(s) for hunger/malnutrition and provide statistics. Then profile the project: Who runs it? What is it intended to do? How successful has it been?

COUNTRY & REGION: ______________________________

Cause(s): ______________________________

____

Hunger-related illness: ______________________________

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Project: ______________________________
(Name)

Project Profile: ______________________________

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Project Results: ______________________________

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*****  **    **    *                November 21, 1995 (4)
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*       *   * *   * *
********    **    ** STUDENT HANDOUT:   FIVE STEPS OF NEGOTIATION
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There are five main steps of negotiation, whether one is deciding an international conflict or resolving an argument in the cafeteria.

DIRECTIONS PART 1: Discuss the steps below and explain each using illustrations from negotiations in which you have participated. You may use positive or negative examples.

STEP 1: Negotiators DEFINE their goals by:
- Using FEEDBACK as they listen to each other.
- Finding COMMON GROUND on which they can agree.
- Stating their needs using "I" STATEMENTS.
- Making NEUTRAL STATEMENTS and avoiding judgments.
- Focusing on the LONG TERM OUTCOME.

STEP 2: Negotiators demonstrate an understanding of the goals by:
- Committing to a win-win solution.
- Stating and clarifying their reasons.
- Defining the importance of each sides' goals.
- Focusing on meeting everyone's goals.
- Being flexible.

STEP 3: Negotiators see each other's perspective by:
- Empathizing with the other's feelings and wishes.
- Using feedback to check and recheck perceptions.

STEP 4: Negotiators invent options for a win-win resolution by:
- Proposing more than one good alternative solution.
- Thinking "outside the box."

STEP 5: Negotiators reach a wise agreement that:
- Meets everyone's legitimate needs.
- Is viewed as fair by each party.
- Strengthens the ability of the parties to work together and to resolve future conflicts constructively.

DIRECTIONS PART 2: Work with others to find instances in which the participants in the peace talks in Bosnia followed one of the "Five Steps of Negotiation." Examples may illustrate either positive or negative behaviors. Share your findings with others in the class. What must happen if an agreement is to be negotiated? Explain.

CHALLENGE: If you were a mediator, how might you help negotiators turn around any negative examples that you found?

MOZAMBIQUE (PART 2): AFRICA--MOZAMBIQUE: ECONOMIC ASSISTANCE

1. BEFORE AND WHILE VIEWING: Set up two columns on a piece of paper: "Positive Economic Points"; "Negative Economic Points." List statements and images from the video in the proper column. AFTER VIEWING: Based on your lists, would you describe the economic outlook in Mozambique as positive or negative? What changes in each column must occur before you believe the people of Mozambique will ask the U.N. to discontinue international aid? Why?
2. Why is economic stability key to peace? Cite historical and international examples that support this concept. Are there examples to the contrary? What was the precipitating factor in these cases?

INTERNET: http://www.adfa.oz.au/CS/flg/wf93/mz.html

ARGENTINA: WORLD WAR, 1939-1945--ATROCITIES: ARGENTINA--IMMIGRATION

3. BEFORE VIEWING: Discuss the terms "war criminal" and "wartime atrocity." AFTER VIEWING: What have been the reactions of the people of Bariloche toward the discovery of a Nazi war criminal in their midst? Describe possible reactions had this happened in your own community.
4. Italy seeks Priebke's extradition; the Argentine government placed Priebke under house arrest; a Russian neighbor wounded by Germans in World War II says, "...if we can live here peacefully, we can forget." How does each of these responses represent a different reaction? Place these responses on a continuum: Italy------Argentina------Neighbor. Where do you stand? Why?

INTERNET: http://www.uvol.com/uvol/news/nazis.html
http://israel.nysernet.org/bbrith/pr/prpiebk.html

ENGLAND: PALEONTOLOGY: FOSSIL--MAMMALS, ELEPHANT; PRESERVATION

5. Why are the elephant fossil and its Norfolk coastal site an "incredible" discovery? Why is the dig an international endeavor? Search to find and diagram the comparisons between the Woolly Mammoth and today's elephant. Where might the West Runton Elephant fit in this diagram? What further information from the dig might help you complete your diagram? Explain.

INTERNET: http://trinculo.educ.sfu.ca/jot/wooly.html

------------------WORLDVIEW: TODAY'S NEWS TERMS-------------------

free market economy   colonialism   communism   international aid
Nazi war criminal   extradition   fossil   paleontology   sediment

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******    ***      ***      *           Wednesday, November 22, 1995
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*********      ***      *** NEWSROOM________________________________
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* There will be no CNN NEWSROOM or NEWSROOM Guide November 23 & 24 *
*   in observance of Thanksgiving in the U.S.  Both CNN NEWSROOM      *
*            and the Guide will return on Monday, November 27.         *
*                    Have a happy and safe holiday!                    *
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY:	Bosnians may be able finally to turn from the horror of war to the promise of peace.	6:00	7:10
REACTIONS	World leaders hope for peace at last.	:45	7:55
HEADLINES	FRANCE CONDUCTS 4TH NUCLEAR TEST... QUEBEC'S SEPARATISTS HAVE NOT GIVEN UP...	:45	8:40
BUSINESS DESK	Beginning next year, shops in German may keep their doors open longer.	2:35	11:15
OUR WORLD	This year marks the 375th anniversary of the Pilgrims' landing in America.	3:05	14:20
TOSS TO CNN NEWSROOM WORLDVIEW --------------------		1:50	16:10
MOZAMBIQUE	(PART 3) After two decades of civil strife health care is a number one issue.	7:40	23:50
NEWSDATE	U.S. Pres. Kennedy assassinated...1963.	:50	24:40
OLYMPIC SECURITY	ATLANTA, GA: Olympic training is intense for athletes and security planners.	2:25	27:05
DOG MANIA	BERLIN, GERMANY: Man's best friend has a special place in the hearts of many Germans.	2:45	29:50
CNN NEWSROOM WORLDVIEW CLOSE		:10	30:00

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TOP STORY: BOSNIA PEACE ACCORD

1. What are the main points of the peace "deal" struck among Bosnia's warring factions? In order for a formal peace treaty signing to take place, what international actions must first occur? How will the international community have a role in "enforcing" this peace?
2. Why is U.S. congressional approval not required in order for President Clinton to send troops to Bosnia? Have students work in groups to research the basis for presidential authority in this case and share their findings. Discuss the international and domestic political pros and cons of committing U.S. troops to this region for the President.
3. Some observers are referring to the possible deployment of U.S. troops in Bosnia as a potential "quagmire." What does this term mean? In what other context(s) have you heard it used? Have students stage "Crossfire"-style panel discussions, either in support of U.S. involvement in U.N. peacekeeping OR against sending U.S. troops into what they perceive to be a no-win situation.
4. In the video, the peace accord is hailed as "a victory for people of every heritage in the former Yugoslavia." Ask student groups to pretend that they are artists who have been charged with creating murals in downtown Sarajevo that will reflect this sentiment. Using large rolls of white paper, have groups draw/paint smaller scale murals. Post them around the classroom.

OUR WORLD: PILGRIMS' LANDING

5. Adjusting to life in a new land can be very trying. What problems and challenges did the Pilgrims face on the tip of what is now Cape Cod, Massachusetts? Guide students through PART 1 of the activity, OUT OF THE FRYING PAN...! on the HANDOUT (pg 4). In class, discuss their answers to the questions in PART 2. Ask: What do you believe may have been the pros and cons for America's development of having people immigrate into an essentially alien environment?
6. Not everyone thinks the anniversary of the Pilgrims landing is worth celebrating. Given the "hindsight" of history, what did the nation gain from this historic move and what did it lose? Explain. Was this negative consequence of immigration to America's shores inevitable? Why/Why not? If you could step into the Pilgrim's shoes and "do it over again," what would you change? How would you improve the experience for all the Americans who would eventually live within its boundaries?

------------------ EDITOR'S NOTE: TODAY'S NEWS TERMS ---------------

Hague tribunal quagmire Dayton Warren Christopher multi-ethnic
Richard Holbrooke Sarajevo Mayflower Compact Provincetown, MA

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***** *   * ***** ***** *     * ***** ***** *****  Nov. 22, 1995 (3)
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*   * *   *    **   *   *   * * *      **    **        'GERMAN
***** ***** ***** ***** *     * ***** ***** ***** DESK:  SHOPPING
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1. BEFORE VIEWING: How would you define the term "business hours"? How are retail business hours different from office business hours?

2. AFTER VIEWING: When do retail customers in Germany do their shopping? How is this about to change? Why? How will the new retail shopping schedule "revolutionize" German shopping?

3. Why are some segments of Germany's economy against the proposal to extend retail operating hours? How could extended shopping result in "survival of the fittest" among stores? If you were a German store owner anticipating possible passage of this proposal, how would you "gear up" to compete against other stores for more consumer time and money?

4. Have students work in groups to brainstorm a list of effects of expanded retail hours on German consumer's spending habits then share their lists. Challenge each group to predict the "ripple effects" of these changes on the overall German economy. For example, if German consumers become less "thrifty," as cited in the video, how would their willingness to purchase more goods impact their economy? What might be the overall effect on interest rates? employment? Have each group draw a diagram or other visual to explain its economic forecast.

5. How do Germany's present retail hours differ from retail hours in your community? Have students work in groups to randomly survey several business owners about their hours of operation. When are they "open for business"? What are their peak hours? When are they closed and why did they choose not to operate on these days/times? Have groups report their findings. Were any retailers open "24 hours"? If so, how did the storeowners and/or managers justify this operation? Discuss.

EXTENSION: Have each group choose one business and prepare a detailed study of its operating costs/hour. Each group should

a. interview the business owner/manager and identify those items included in its business' operating costs.

b. calculate or estimate an approximate operating cost per hour and explain how they arrived at these figures.

In each case, discuss what conditions would be necessary for the businessowner/manager to consider (1) extending operating hours or (2) reducing the hours the business is open to the public.

---------------EDITOR'S DESK: TODAY'S NEWS TERMS-----------------

consumer mentality   Bundestag   thrifty   revenue   big-ticket items

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*****   **     **    *          November 22, 1995 (4)
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********    **     ** STUDENT HANDOUT:  OUT OF THE FRYING PAN...!
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DIRECTIONS, PART 1: Whether you took ship for the New World's wilderness in the 1600s or passed through the gates of Ellis Island in the 1700s and 1800s or passed through customs at Kennedy International Airport in 1995, immigrants must feel a little like fish asked to live in the desert. To see what that might be like, try the following activity.

1. Using any source books available on ponds and deserts, compile a comparison of life in the following environments: a fresh-water pond in a temperate zone and a desert in the subtropics. Consider availability of resources, natural features and ambient climate and temperature.

2. For each environment choose one inhabitant and draw a poster-sized picture of each. Label the special features that help these creatures survive in their homes.

3. Next, draw these two creatures again. This time show adaptations they would need to make in order to survive in the new environments. Obviously a new way to obtain oxygen would be needed, but what about communication, safety from the elements, food, etc.?

4. Now put yourself into the body of one of the two creatures in their adapted form. Write a letter to a "friend back home" describing life in the new world. Be sure to include commentary on both the pros and cons of your new life; detail possible hassles, as well as unique benefits, of the move.

DIRECTIONS, PART 2: In class, analyze the analogy of the above exercise to the experience of the Pilgrims.

1. To what "new" conditions were these 17th century Europeans forced to adapt?
2. What do you think was the most difficult condition of their new habitat? What might have been the most pleasant? Explain.
3. What personality characteristics would be required?
4. American historian, Oscar Handlin, once wrote of American history:

   > "Once I thought to write a history of the immigrants of America. Then I discovered that the immigrants WERE American History."

   What traits make the American persona unique? How has America's immigrant history contributed to that singularity? Explain.

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*****  **     **     *                    November 22, 1995 (5)
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********     **     ** NEWSROOM WORLDVIEW
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MOZAMBIQUE (PART 3): AFRICA--MOZAMBIQUE; UNITED NATIONS--W.H.O.

1. WHILE VIEWING: Look for evidence of U.N. success in affecting health care in Mozambique. AFTER VIEWING: What strategies seem to have the best impact? How can Mozambique be used as a model for other nations?
2. What are the major health problems that result from poverty? (cholera, typhoid, pneumonia, malaria) What conditions promote these diseases? How might the end of conflict allow conditions to change? What else must happen?

INTERNET: http://www.un.org
http://www.adfa.oz.au/CS/flg/wf93/mz.html

ON THIS DATE: JOHN F. KENNEDY--ASSASSINATION

3. The recent assassination of Yitzhak Rabin in Israel has had major national and international impact. How was President Kennedy's assassination similar in its impact? Search to place Kennedy's assassination into political and social context. Interview older friends and relatives to discover the personal impact felt by those who lived in the U.S. in 1963.

AOL: TIME Online: 11/22/93 "History: JFK and the Twentysomethings"
[illegible]/15/93 BOOK REVIEW: A Cool Analysis of JFK's Presidency

OLYMPIC SECURITY: OLYMPIC GAMES--1996; OLYMPIC GAMES--SECURITY MEASURES

4. WHILE VIEWING: Create a list of Olympic security concerns. AFTER VIEWING: What types of security must be in place? What are some of the difficulties Olympic officials must overcome? CHALLENGE: Use the Internet and other sources to map the venues across Georgia. Based on the type of event and the numbers of spectators expected, select one venue and plan security needs.

INTERNET: http://www.ajc.com/

DOG MANIA: GERMANY; PETS--DOGS

5. WHILE VIEWING: Note the images that describe the relationships between the dogs and their owners. AFTER VIEWING: Describe your own experiences with a special pet. What images do your experiences evoke. Create a collage of these images using magazine pictures, drawings, words and objects. Title and display your collage. How does the class gallery compare with "Dog Mania" in Berlin?

INTERNET: http://www.dynamo.net/dynamo/pets/pets.html

------------------WORLDVIEW: TODAY'S NEWS TERMS--------------------

World Health Organization
UN Development Program
epidemiology
assassination
security technology
terrorism

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******    ***     ***     *                  Monday, November 27, 1995
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**********     ***      *** NEWSROOM_________________________________
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*****************************************************************************
*      Turner Adventure Learning examines 50 years of conflict             *
*  resolution at the United Nations with a curriculum integrated           *
*        field trip to UN Headquarters in New York City on                 *
*      Feb. 8 & 9, 1996.  For information call 1-800-639-7797.             *
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	U.S. Pres. Clinton prepares to "sell" a Bosnia peace mission to his people.	6:00	7:10
HEADLINES	AFGHANISTAN WAR...IRISH DIVORCE VOTE...	1:00	8:10
FUTURE DESK	A new Braille code may enable the blind to understand math and science better.	3:15	11:25
OUR WORLD	News for college bargain-hunters...	:35	12:00
OUR WORLD	Twins Chris and Courtney Salthouse celebrate two perfect scores on the S.A.T.	2:20	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ---		2:05	16:25
EGYPT: SADAT	Yitzak Rabin's assassination brought back bitter memories to the people of Egypt.	2:25	18:50
JAPANESE-AMERICANS	1941: Over 18,000 Japanese-Americans fought for their adopted country.	3:10	22:00
CUBA	HAVANA: Worldwide change has forced Cuba to rethink its economic policies.	2:50	24:50
AUSTRALIA	The Blue Mountains give tourists an ecological and cultural education.	5:00	29:50
CNN NEWSROOM WORLDVIEW CLOSE		:10	30:00

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TOP STORY: BOSNIAN PEACE AGREEMENT

1. Explain the role of the United States in helping to enforce the recently-initialled Bosnian peace accord. Why does U.S. President Clinton face a tough sell to the American people regarding their country's participation?
2. Some observers are calling President Clinton's speech this evening the toughest of his political career. Ask students: What do you expect Pres. Clinton to say and how do you think he will say it?
   a. First, have students offer then discuss arguments for and against sending U.S. troops to Bosnia.
   b. Divide students into small groups. Have each group prepare and deliver EITHER the presidential address OR a Republican leader's response to the President's speech.
   c. Direct all students to watch tonight's speech and any GOP responses and note the similarities/differences between their versions and that which is actually presented.

   Reconvene the class and discuss students' observations. Ask: How effective was the President in persuading you to accept his point of view? What might you have advised him to do or say differently?

OUR WORLD: SCHOLARLY TWINS

3. How did Chris and Courtney Salthouse react upon seeing their S.A.T. scores? Were they surprised? Explain. Why were their scores a "relief" to their family?
4. Introduce students to the "nature vs. nurture" debate as it applies to one's academic, athletic and other talents. Ask: Do you think that achievement in each one of these fields is more directly the result of heredity or environment? Have students work in groups to research information in response to this question and present their findings. Direct students to recall today's OUR WORLD segment. Do students think this particular story supports either the "nature" or "nurture" argument? Which do you believe? Discuss.
5. How can your students improve their scores on their next standardized tests? Invite a member of your school's guidance department to brief students on specific tests appropriate for their grade/level. In addition to focusing on the "mechanics" of that test (e.g., length, components, scoring) ask the speaker to share his/her tips for ways that students can prepare for each part of the test. Have students compile this information into a class handout and refer to it as they prepare for their next standardized test.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------------

ethnically-divided Radovan Karadzic Madeleine Albright Dayton
national security interest mass exodus Moslem scholar S.A.T.

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*     *****   *   ***** *   * ***** DESK: NEW BRAILLE
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1. BEFORE VIEWING: Imagine that, over a period of time, you lost your sight. What technologies are available, or might be available, in the future to help you live, work and learn?

2. AFTER VIEWING: Brainstorm a list of skills necessary to pursue a career in math or science. Does a physical limitation such as blindness affect the skills on the list? Some? All? How?

3. Do you think schools should be prepared to allow all students to take all courses? Why? How would you handle limiting factors such as blindness in some courses? How might the school of tomorrow better accommodate the needs of such students? Discuss.

4. What is Braille? Group students and distribute the RESOURCE (pg. 4). Have groups:
   a. Use the alphabet on the RESOURCE to translate science terms from a current unit of study into Braille. Share results. Is science vocabulary more difficult to translate than other subjects? Why/Why not?
   b. Use the alphabet and information from the video to translate mathematical expressions from a current unit of study into Braille. Share results.

   Lead a class discussion on what is cumbersome about translating math into Braille. How does Mr. Gardener propose to solve this problem? How might his solution lead to other, broader uses of braille as a communications medium? What inherent advantages or disadvantages does braille have compared with other methods of communication? Discuss.

5. Challenge groups to devise a future modified curriculum model for the blind based on a unit of science or math they have recently completed. Have groups:
   a. Agree on a unit of study.
   b. Brainstorm a list of methods and materials used.
   c. Discuss how current multimedia resources, such as text-to-speech readers, tape recorders, scanners and Braille printers, might be used to help students study.

   Have groups prepare and share their ideas with counselors and department chairs for consideration in future curriculum planning sessions. What other new technologies/methods need to be developed to fully accommodate blind students of the future? Discuss.

-------------------EDITOR'S NOTES: TODAY'S NEWS TERMS --------------

English Braille   blind   pitch synthesizer   math symbols   physicist

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STUDENT RESOURCE: A BRIEF HISTORY OF BRAILLE

1771 - Valentin Hauy decided to devote his life to educating the blind. He took in a young blind beggar, Francois Lesueur, to see if the boy could learn to read. Hauy noted that blind people used their sense of touch to find their way. He used large letters carved from wood blocks to teach Francois to recognize the shapes that form words and sentences. One day, while the boy was helping to straighten the papers on Hauy's desk, he felt dents on a sheet of cardboard. Hauy began to experiment with using raised letter impressions on heavy paper. He published a few books using this technique and in 1784 founded the first school for the blind.

1819 -- Artillery officer Charles Barbier created a version of 12 raised dots in combinations to represent the alphabet. He used this system of "night writing" to convey messages in the field because it was easily written by a simple instrument.

1829 -- Louis Braille lived near Paris, France, in the 1800s. He accidently blinded himself at the age of three and was sent to an institution for young blind people in Paris. As a student of Hauy, Braille worked on incorporating a system of raised dots instead of letters to teach reading. He published the Braille alphabet in 1829. By 1854, it became a generally accepted standard for teaching the blind to read.

The Braille alphabet consists of patterns using 6 dots: 26 combinations represent letters of the alphabet; 10 are used for punctuation. The other symbols are used as shorthand with special codes for math and music. The letter patterns are:

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A    B    C    D    E    F    G    H   I   J   K   L   M   N   O   P
.    .    ..   ..   .    ..   ..   .    .   .  .   .   ..  ..  .   ..
     .          .    .   .    ..   ..  .   ..      .        .   .  .
                                                   .   .   .   .   .
Q    R    S    T    U    V    W    X    Y    Z
..   .     .    .   .    .     .   ..   ..   .
..   ..   .    ..        .    ..         .    .
.    .    .    .    ..   ..    .   ..   ..   ..
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In the current Braille language there are no symbols for plus, times or equal and numbers are written by combining the number symbol followed by a letter. John Gardner has developed a GSB Braille code. It is named this because it adds 2 dots to the current 6 dot pattern, allowing a simpler way of writing numbers and symbols.

------------------ CNN NEWSROOM: RELIABLE RESOURCES ------------------

The American Foundation for the Blind, 1615 M St. N.W., Washington, D.C., 20036.

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********     **     ** NEWSROOM WORLDVIEW
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November 27, 1995 (5)

EGYPT: ANWAR SADAT--ASSASSINATION: MIDDLE EAST--PEACE PROCESS

1. WHILE VIEWING: Look for "common ground" between Israel and Egypt. AFTER VIEWING: How might Yitzak Rabin's assassination serve as a bridge of understanding? Is this bridge necessary?
2. Define "martyr" as it applies to Sadat and Rabin. Use the Internet and other sources to find data, statements and quotes that could be used in a symbolic representation of "martyr" and the "common ground" between these nations.

INTERNET: http://www.israel.org
http://192.203.180.62/mlas/egypt.html

JAPANESE-AMERICANS: WORLD WAR, 1939-1945--U.S.: DISCRIMINATION: RELOCATION CENTERS

3. Describe the "two battlefields" of Japanese-American soldiers during World War II. Why did they fight for a country that imprisoned them? How would you describe their heroism? CHALLENGE: Use this segment as the centerpiece of a multimedia presentation to educate others about Japanese relocation centers in the U.S. during the war. Consider including headlines from old newspapers, interviews with older members of your community, "home front" memorabilia and choral readings.

CUBA: ECONOMICS--FREE MARKET: ECONOMIC CONDITIONS

4. BEFORE VIEWING: Describe Cuba in economic terms. WHILE VIEWING: List names, terms and images that demonstrate a change from a planned economy to a free market economy. AFTER VIEWING: Why is the Cuban economy changing? A point in question: Will a change in economic policy lead to political change in Cuba as well? Find sources to support your opinion.

INTERNET: http://www.cgtd.com/global/cuba-prs.html

AUSTRALIA: AUSTRALIA--ECOLOGY--BLUE MOUNTAINS: AUSTRALIAN ABORIGINES--SOCIAL LIFE & CUSTOMS: ECOTOURISM

5. WHILE VIEWING: List all of the terms, images and ideas that are unique to this area of the world. AFTER VIEWING: Classify your list: people, culture, flora and fauna, terrain. Would this be a place you'd like to tour? Why/Why not? If so, use the video segment and other sources to create a brochure to entice others to join your tour. Use your classifications as headings. If not, where would you like to go? Use these same classifications to describe your ideal tourist spot.

INTERNET: http://www.lonelyplanet.com/dest/aust/aus.htm

---------------- WORLDVIEW: TODAY'S NEWS TERMS ----------------

Anwar Sadat   martyr   relocation center   free market economy
Blue Mountains   eucalyptus oil   aborigines   didgeridoo

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******   ***     ***     *          Tuesday, November 28, 1995
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	President Clinton takes his case for U.S. troop deployment in Bosnia to the people.	6:30	7:40
HEADLINES	GREEK P.M. PAPANDREOU IN POOR HEALTH... MEXICAN PRESIDENT BREAKS HIS SILENCE...	:50	8:30
INTERNAT'L DESK	Cranberries are Chile's newest cash crop.	2:35	11:05
'96 TRAIL	Speaker Gingrich will not run...	:30	11:35
OUR WORLD	Young businesspeople in Baltimore learn that success is "in the cards."	1:50	13:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------------------		1:50	15:15
VIETNAM WAR: HISTORY	Former U.S. Defense Secretary Robert McNamara visits Vietnam.	2:55	18:10
A DEADLY DISEASE	EGYPT: Health officials in Egypt are winning a battle against a lethal parasite.	3:50	22:00
SYMPHONY CONDUCTORS	Superconductors like Michael Tilson Thomas are good for business in the music world.	2:45	24:45
JAPANESE HERO	In Nikko, Japan, people gather to honor a powerful warlord who fostered peace.	2:45	27:35
LEGO TOWER	The world's biggest Lego tower is built.	:30	28:05
WORLD RECORD	Two Chinese women set a world record.	:40	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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TOP STORY: PRESIDENT'S ADDRESS TO THE NATION

1. What kind of role is the United States expected to play in the Balkans? Explain. Brainstorm a list of qualities/attributes students associate with "leadership" and list these on the board. Ask: Are there specific responsibilities that grow out of accepting a leadership role? Discuss.
2. "U.S. involvement has swung like a pendulum since the war began." Have students explain this remark from the TOP STORY segment, using examples given in the video. Speculate on what the "next swing" could look like.
3. Pres. Clinton's commitment of U.S. peacekeepers to Bosnia has been referred to as a "hard sell." Ask: What do you think this means? How well do you think the President has succeeded? Distribute the HANDOUT (pg 4) to student groups.
   a. Have them search newspapers and note T.V./radio interviews and commentary for reactions to Pres. Clinton's speech.
   b. Instruct each group to record two quotes (PRO & CON) by legislators, journalists and ordinary citizens, particularly those who have relatives in the military.
   c. Analyze findings, then discuss the implications for national support for a long-term presence in Bosnia and for the potential impact on the 1996 elections.

OUR WORLD: CARD KIDS

4. What does "Umoja" mean and in what language? Ask a volunteer to research how this term is used in Swahili-speaking cultures and share this information with the class. Ask: In your opinion, is Umoja an apt name for this company? Explain.
5. What business skills are the students who work for Umoja Company learning? Ask class members who have some exposure to running a business to share their experiences. Relate the importance of proposal writing, contract negotiation, production schedules, etc., to the effective running of a business. CHALLENGE: Design a student-run business utilizing the business skills discussed in the video.

------------- EDITOR'S NOTES: TODAY'S NEWS TERMS----------------

deployment quagmire "exit strategy" pendulum Radovan Karadzic
Pres. Clinton Newt Gingrich Bob Dole NATO Andreas Papandreou
Carlos Salinas de Gortari Raul Salinas de Gortari Umoja Swahili

November 28, 1995 (3)

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*****  *    **    *        ***** DESK:  CHILEAN CRANBERRIES
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1. BEFORE VIEWING: Locate the nation of Chile on a world map. State what you know of its geography and climate.

2. AFTER VIEWING: What circumstances led to the production of Chilean cranberries? Why do cranberries thrive in Chile?

3. What are "wetlands"? How did wetlands legislation in the U.S. affect the production of cranberries there? Have students work in groups to research the purpose of wetlands legislation in the U.S. and some of its economic repercussions. Share findings and discuss how wetlands legislation has an impact on some U.S. exports.

4. Wetlands legislation is just one example of environmental policy that has far-reaching effects in the international marketplace. Have students look for information on other international examples of environmental vs. business concerns. Challenge each student to find one such example and prepare a report on that specific ecological vs. economic dilemma. How do efforts to promote clean water/air and preserve some plant and animal species conflict often with a nation's economic interests? How can such a conflict have international ripple effects? Discuss.

5. How is technology playing a role in cranberry production in Chile? Divide the class into groups. Have each group choose any one agricultural product and any region that has a suitable climate for its growth, and suggest some uses for technology in producing that crop. Instruct groups to present their ideas using diagrams or other visuals. Discuss how developing nations especially could benefit from the use of agricultural technology.

6. Generate a class discussion about the different items found in your local grocer's produce departments. What nations are the sources of these products? Challenge each student to visit a local grocery store, choose one fruit or vegetable produced in another country and create a market poster that both promotes the product and educates consumers about it. To do this, students will need to learn more about the producing nation's geography, climate, and other pertinent information. Display the posters around the classroom.

---------------- EDITOR'S NOTES: TODAY'S NEWS TERMS----------------

wetlands legislation   bogs   test tube plants   technology   thrive

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********     **     ** STUDENT HANDOUT:  PRESIDENTIAL SPEECH RESPONSE
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November 28, 1995 (4)

DIRECTIONS: How did the nation react to President Clinton's address on the decision to send U.S. troops to Bosnia? Search different media for responses and quote PRO and CON reactions for each segment of the population listed.

LEGISLATOR

Name: ____ PRO/CON
Party: GOP/DEM
Quote:

Name: ____ PRO/CON
Party: GOP/DEM
Quote:

PERSON ON THE STREET

PERSON #1: PRO/CON
Quote:

PERSON #2: PRO/CON
Quote:

EDITORIAL

MEDIA (name): ________________________________ PRO/CON

Quote:

MEDIA (name): ________________________________ PRO/CON

Quote:

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*****  **     **     *                    November 28, 1995 (5)
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********     **     ** NEWSROOM WORLDVIEW
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VIETNAM WAR: WORLD POLITICS--VIETNAM WAR

1. "The human race is oriented to conflict. Look at Bosnia...How can we avoid those things? We can learn from them." What lessons does Mr. McNamara believe are important? How might these lessons help stop or minimize future conflicts? The Vietnamese people seem willing to give up old grudges in the interest of peace. Find and read news stories or view news clips on the war in Vietnam. Then write a brief, persuasive speech highlighting specific examples from your research and from this video to convince others at war to make peace.

INTERNET: http:/grunt.space.swri.edu/visit.htm

A DEADLY DISEASE: EGYPT- PUBLIC HEALTH

2. The success of the Egyptian campaign against bilharzia (bil-har-zee uh) depends, in large measure, on effective mass communication. What important national data do you think must be available to the people in charge of the communication phase of such a campaign? Why? Work in small groups to write a set of 5-10 questions you would ask before designing a similar campaign for another nation. (Examples: Who is mainly affected by the disease? Can the majority of this population read?)

INTERNET: http//www.who.ch

SYMPHONY CONDUCTORS: CONDUCTORS (MUSIC); CLASSICAL MUSIC; BUSINESS

3. What is meant by the assertion that paying "big bucks" for top conductors is good for music as well as for the business of making music? Do you agree or disagree? Explain. Consider the top salaries in other entertainment arenas, such as professional basketball or prime time television. What do you think is the effect of competition for big salaries on the overall quality of a given profession? For example, is it good for basketball that top players command "big bucks"? Explain.

INTERNET: http//ofx.com/amc/

JAPANESE HERO: JAPAN--SOCIAL LIFE & CUSTOMS; JAPAN--HISTORY

4. How did Ieyasu Tokugawa bring peace to Japan? Why would a stable government foster peace? Identify stories from your own experience that illustrate the relationship between peace and stability. Research in your library to find other leaders who brought peace to a war torn land through the creation of a stable government. (HINT: Henry II of England) Write a fable about peace based on the examples of these leaders.

INTERNET: http//www.ntt.jp/japan/

------------------WORLDVIEW: TODAY'S NEWS TERMS------------------

ramification Tonkin Gulf bilharzia cut-throat competition Shogun

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Wednesday, November 29, 1995

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	President Clinton's decision to send troops to Bosnia generates grass roots and political responses.	6:15	7:15
HEADLINES	N. IRELAND PEACE TALKS IN FEBRUARY?... FEDERAL SPEED LIMIT ABOLISHED...	1:15	8:30
BUSINESS DESK	Sotheby's and Christie's art auctions bring in more than 200 million dollars.	2:55	11:25
WINSLOW HOMER	The art of Winslow Homer is on exhibit at the National Gallery of Art.	2:55	14:20
TOSS TO CNN NEWSROOM WORLDVIEW		1:30	15:50
PEACE IN PALESTINE	The Palestinian goal of independence from Israel is moving closer to realization.	3:00	18:50
BUILDING PEACE	As Bosnian leaders work to make peace, the people look hopefully to the future.	3:55	22:45
BASEBALL, JAPAN-STYLE	Differences in training philosophy cost baseball manager Bobby Valentine his job.	2:50	25:35
BALLROOM DANCING	In South Africa young people are stepping lightly to the rhythms of ballroom dancing.	3:20	28:55
CHECK IT OUT!	The record for highest free-fall is set in Russia.	:35	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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TOP STORY: U.S. TROOPS IN BOSNIA

1. WHILE VIEWING: Note both positive and negative responses to Pres. Clinton's call for U.S. troop presence in Bosnia. AFTER VIEWING: Discuss responses. Were there any surprises in grass roots or political reactions? Explain. Will these responses have an effect on the final decision to commit troops to Bosnia? Why/Why not? Have students perform 30-second "phone calls" to their congressional representatives, stating their opinions and rationales in favor of or against sending troops into Bosnia.
2. List the historical references in the video segment. How did each event affect "war powers" for either the presidency or congress? CHALLENGE: According to a Library of Congress study, presidents have used American military forces in overseas hostilities without declaration of war about 200 times. Have small groups of students search to find incidents in specific time periods. Combine data and, as a class, compare these incidents with Pres. Clinton's troop commitment.

HEADLINES: NORTHERN IRELAND PEACE TALKS/SPEED LIMIT LAW

3. Divide the class into three research groups: PAST, PRESENT and FUTURE. Have groups look at Ireland from their assigned perspective. PAST should include the beginnings of the conflict; PRESENT should include recent conflict and peace efforts; FUTURE should concentrate on the latest peace strategies and their possible outcomes. Have students correlate the data into an "oral timeline." Based on their presentation, how do students feel about the chance for peace?
4. How will the elimination of federal speed limits affect your community? Ask students to interview local government officials as well as residents to find and share their views.

WINSLOW HOMER

5. WHILE VIEWING: First, view the video with the sound off. Based on only the paintings, describe your impression of when and where Winslow Homer lived and the events or ideas that had the greatest impact on him. AFTER VIEWING: Review the video, with sound, to share and compare your impressions with the narration.

--- -----------EDITOR'S NOTES: TODAY'S NEWS TERMS-----------------

"dial-up democracy" commander-in-chief Irish Republican Army
Northern Ireland speed limit Winslow Homer illustrator

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*   * *   *    **    *   *   * * *        **    **     ` NEW ART
***** ***** ***** ***** *     * ***** ***** ***** DESK:   MARKET
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1. PREVIEWING: Take a class survey: What is the value of a Van Gogh in today's market?

2. AFTER VIEWING: How close was the class estimate? What might account for the difference, if any? Why is an auction an effective means of selling art?

3. What is the value of art? Have students answer the question using the terms "extrinsic" and "intrinsic." What affects the value of art? What effect does a growing confidence in the strength of the stock market have on art sales? Explain.

4. Have students use resources to find pictures and descriptions of famous artworks. Have them prepare and present a 1-minute sales pitch to introduce a piece at auction. What specific information would highlight both extrinsic and intrinsic investment value? What might entice a collector to bid higher? Have the class critique the speeches for their salesmanship.
CHALLENGE: What is the value of the works of lesser known artists as investments? Challenge students to work with local artists to create an auction catalogue for a community sale. Students should take pictures of the artworks, describe their "value" and state the opening bids. At the auction, have students introduce the artworks for sale.

5. Describe Sotheby's newest target market? (young collectors) Why might their new marketing tools (CD-ROM and the Internet) be effective in reaching this target? Have students outline the content for an Internet homepage for Sotheby's. What areas should be included? How might the design of the homepage attract users, promote sales and broaden the appreciation of young collectors? CHALLENGE: Send students to the Internet to compare their designs to Sotheby's actual homepage (http://www.com.au/sothebys). Which areas are most effective in promoting sales? Which areas are most effective in promoting an appreciation of art? Considering the target market, would they recommend any changes in the page? Explain.

6. Can art be part of the average person's investment portfolio? Have students use HANDOUT (pg 4) to determine investment value.

---------------EDITOR'S NOTES: TODAY'S NEWS TERMS------------------

Internet homepage   inflated market   target market   collector

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********    **    ** STUDENT HANDOUT: INVESTMENT PORTFOLIO
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November 29, 1995 (4)

DIRECTIONS: Not everyone can afford to hang a Van Gogh in their investment portfolio, but all investors must consider a variety of investment options. Use the chart below to weigh the pros and cons of investment possibilities.

INVESTMENT OPTIONS	WHERE TO LOOK FOR INFORMATION	YES? NO? RATIONALE
Stocks and mutual funds		
Bonds		
Commodities		
Real estate		
Coins and stamps		
Sports cards and memorabilia		
Classic autos/ antiques		
Art		
Rare comics/ first editions		

Based on your analysis, present your investment portfolio to the class. What were the major influences on your choices? Do some items have intrinsic as well as extrinsic value for you? Explain?

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********    **    ** NEWSROOM WORLDVIEW
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PEACE IN PALESTINE: PALESTINE--JEWISH-ARAB RELATIONS

1. In class discuss the obstacles to peace in Palestine named or inferred in the video report. Brainstorm actions the world community could take to help overcome these obstacles. Analyze each idea in terms of its positive and negative consequences. Prioritize the list of ideas from MOST LIKELY TO PROMOTE PEACE to LEAST LIKELY TO PROMOTE PEACE. Send an e-mail letter to the Internet address below or write to the U.S. Ambassador to the U.N., Madeleine Allbright. In your letter share your ideas about fostering peace in Palestine and the reasons for each.

INTERNET: http://www.pirsonet.co.il/IPCRI (Israel/Palestine Center for Research and Information)

BUILDING PEACE IN BOSNIA: BOSNIA WAR, 1991-1995--PEACE: ECONOMY

2. Freedom of expression is considered by many to be one of the fundamental principles of democracy. Do you agree or disagree with this assertion? Create a written, hypercard or video editorial expressing your opinion. Use statements and data from the video report in your editorial.

INTERNET: http//www.worldbank.org/ (World Bank Home Page)

BASEBALL, JAPANESE STYLE: JAPAN--SOCIAL LIFE & CUSTOMS; SPORTS

3. Divide into two groups. One group should research the traditions of management and training that characterize Japanese baseball. The other should research the same information for American baseball. Researchers must be able to explain the importance of each tradition to the culture it represents. Share groups' findings in a class presentation. Then, work as a group to create a baseball tradition that combines the best of both groups. Each tradition should be as acceptable to the other side as possible.

INTERNET: http//www.inter.co.jp/Baseball

BALLROOM DANCING/S. AFR.: AMUSEMENTS; DANCING; SOCIAL LIFE & CUSTOMS

4. "Self confidence is the first requisite to great undertakings." --Samuel Johnson. How has learning ballroom dances influenced self confidence in young black South Africans? Would any kind of dancing fill this need? Why/Why not? Given Samuel Johnson's statement, analyze the relationship that may exist between the trend to ballroom dancing and the ultimate success of the great undertaking facing citizens of South Africa.

INTERNET: http//www.yahoo.com/Recreation/Dance/Ballroom_Dance/

----------------WORLDVIEW: TODAY'S NEWS TERMS-------------------

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aspirations   sabotage   mouthpiece   rapport   township  censorship
ardent nationalism       ballroom dancing       euro-centric rhythms
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**********     ***      *** NEWSROOM______________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	U.S. President Clinton visits Northern Ireland next on his European tour.	4:55	6:05
HEADLINES	U.S. MILITARY TEAM ARRIVES IN BOSNIA... VIOLENCE MARS EGYPTIAN ELECTIONS...	1:30	7:35
DEFINITION	...of reflexology...	:30	8:05
SCIENCE DESK	Some people are turning to reflexology as a stress-reliever.	2:45	10:50
NEWSDATE	On this date...1835...1874...	:30	11:20
OUR WORLD	House Speaker Gingrich kicks off program to combat underage drinking...	:45	12:05
ECOLOGY	Meet the "Parrot Man" of San Francisco.	2:35	14:40
TOSS TO CNN NEWSROOM WORLDVIEW	----------------------	1:40	16:20
MISSING IN ACTION	U.S. officials hope that Cambodia can help track U.S. soldiers lost in battle.	3:25	19:45
CUBAN EXILES	Cuba has agreed to give renewable 2-year travel permits to any exile not hostile to the present government.	3:25	23:10
CIRQUE DU SOLEIL	With wit, drama and imagination a group of street performers transformed themselves into the renowned Cirque du Soleil.	6:40	29:50
CNN NEWSROOM WORLDVIEW CLOSE		:10	30:00

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TOP STORY: PRESIDENT CLINTON TOURING EUROPE

1. What are "the troubles" that have plagued Northern Ireland? How did U.S. President Clinton play a role in helping to quiet these "troubles"? Who are Gerry Adams and Joe Cahill? Why were some people opposed to their visits to the U.S.?
2. Explain why the peace process in Northern Ireland has reached a deadlock. What do you think a U.S. president can do to help "jumpstart" the peace talks?
3. BEFORE VIEWING: Distribute copies of the STUDENT RESOURCE (pg 3) and review it with the class. AFTER VIEWING: Have student groups "update" the RESOURCE, using news sources to:
    a. trace the progress of the conflict since 1969.
    b. document recent steps in the peace process
    c. investigate and analyze U.S. involvement in that process.

    Offer groups the following presentation alternatives:
    a. Present your findings as if you were advisors to Mr. Clinton, detailing relevant information for him and proposing the course of action he should take.
    b. Present your findings as a background T.V. news story chronicling the events that have led up to Mr. Clinton's visit, casting it in a historical perspective.

    Have groups share their presentations then, as a class, judge them.

THE ECOLOGY: "PARROTMAN OF TELEGRAPH HILL"

4. How did Mark Bittner get the nickname "Parrotman of Telegraph Hill"? Why is it unusual to see wild parrots in San Francisco? According to the video, how did they get there?
5. Divide the class into groups. Have each choose one species of wild animal and determine through research, whether it could survive and thrive if released into your community. Groups will want to consider the animal's diet, its adaptability to an environment dominated by humans, the climate and other important factors in their research. Share findings. Could there ever be a "Parrotman/woman" in your neighborhood? How about a "Tigerman/woman"? Why/Why not? Discuss.

---------------EDITOR'S NOTES: TODAY'S NEWS TERMS---------------

Sinn Fein Gerry Adams United Kingdom I.R.A. Jean Kennedy Smith
Joe Cahill "Birdman of Alcatraz" San Francisco Telegraph Hill
exotic birds colonies Newt Gingrich "Ready or Not" campaign

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***** ***** ***** ***** *     * ***** ***** DESK:  REFLEXOLOGY
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1. BEFORE VIEWING: What is a "science"? What boundaries of knowledge and practice define a science?

2. AFTER VIEWING: How would you determine the validity of reflexology as a therapy, using scientific methods? What types of data would you gather? What experiments would you devise? On what scientific knowledge might you base your decision?

3. What is a reflex? Have students sit with their legs crossed so that one swings freely. Using the side of their hand, have them tap the free swinging leg just below the knee. Ask: What happened? Why? Can you control this action? How? What other actions do you perform involuntarily, without thought or mental control? Discuss.

4. Challenge small groups of students to create a series of demonstrations that show the distinctions between voluntary and reflex motion. Groups should:
   a. Use textbook resources to investigate the structure and function of both the central and peripheral nervous systems. Students may consider including illustrative models or diagrams as part of their demonstrations.
   b. Determine what phenomena in a demonstration would clearly distinguish the 2 types of motions. Consider reaction time and subject control among other factors.
   c. Choose a group member as a subject for the demonstration.

   Have groups share and critique their work. What factors most clearly distinguish a reflex action from a voluntary action? Discuss. How do reflexologists purport to use reflex actions in healing the body? Given your investigation, do you agree or disagree with their hypothesis? Explain.

5. Have on hand a supply of drawing paper, soluble printing ink, paper, small mirrors and cleanup rags. Have students create foot and palm "maps" of their feet and hands by EITHER:
   a. Making an ink print from their bare hand or foot. * OR *
   b. Making an outline and drawing in the details, using a mirror to see, where necessary.

   Have students identify and label the parts of the foot or palm, outlining in color how the bones, nerves and muscles underlie the skin surface. Invite a local massage therapist, doctor or orthopedist to visit the class, examine students' work and discuss their opinions of reflexology as a healing therapy.

-------------- EDITOR'S NOTES: TODAY'S NEWS TERMS----------------

orthopedic   chronic fatigue syndrome   thyroid gland   massage

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********   **    **   STUDENT RESOURCE:  NORTHERN IRELAND
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The following is a brief introduction to the historical issues that form a background to the "Irish Question."

1171 King Henry II fails to gain allegiance of English and Norman adventurers who have displaced the native Gaelic nobility. Leads to civil unrest in Ireland under a succession of feudal lords, kings and parliaments.

1494 - Henry VII forces an Irish Parliament to adopt Poyning's Law, giving English authority over Ireland. Civil unrest continues. England's control remains minimal, extending to an area around Dublin called The Pale.

1603 - Failed revolt by Gaelic chieftains in Ulster leads to confiscation of their lands by James I, introduction of scattered settlements of British Protestants and Scottish Presbyterians, ancestors of current Northern Ireland Protestants.

1641 - More revolts trigger English Civil War and rise to power of Puritan leader Oliver Cromwell. He imposes English rule on Ireland by military force, repaying investors and soldiers with confiscated Irish land and property.

1690 - Under William III, English defeat James II and Irish forces in the Battle of the Boyne; more Catholic rights rescinded and property appropriated.

1707 - Kingdom of Great Britain is formed.

1782 - Protestant Irish Patriot Party persuade British government to amend Poyning's Law, grant legislative independence.

1798 - Rebellion by Catholic "Defenders" led to the forced Act of Union (1801), providing for a unified Anglo-Irish Parliament based in London, England. Catholics do not get the right to hold parliamentary seats until 1829.

1830 - Opponents of the Act of Union divide Ireland along sectarian lines. Wealthy, more industrialized Protestant North sides with Britain against Catholic, agrarian South.

1841 - Potato Famine decimates the Irish population.

1914 - Catholic Irish Nationalist Party succeeds in securing home rule for Ireland, with the proviso of an Ulster Covenant, allowing N. Ireland to remain as part of Britain.

1916 - Postponement of home rule due to WWI leads to the Easter Uprising, a failed rebellion that led to the creation of the Irish Republican Army (IRA) and the Sinn Fein Party.

1919 - Popular Sinn Fein Party withdraws from the London Parliament and sets up council in Dublin: the Dail Eireann. N. Ireland continues as part of Great Britain, while the rest of Ireland becomes the Irish Free State (1921).

1937 - Irish Free State adopts a constitution; by 1948 becomes the independent Republic of Eire.

1969 - Inability to free Northern Ireland from IRA violence leads to British military occupation and rule of the area.

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November 30, 1995 (5)

MISSING IN ACTION: VIETNAM WAR--MIAs; INTERNATIONAL RELATIONS

1. Use one of the following activities to explore the experience of MIAs or of searching for an American MIA. NOTE: Use the INTERNET or periodical literature to find background information/data on the specific subject of the activity you choose.
   a. Write imagined journal entries about your life as an American MIA lost in Southeast Asia since 1968.
   b. Write a letter from the point of view of an MIA family requesting further inquiry into your lost family member.
   c. Write and perform a dialogue between Cambodian officials and MIA "hunters" investigating a site such as Tang Island.
2. The agony of the Vietnam War is difficult to depict in books or magazines. Invite members of your community who are willing to share their memories to visit your class to present an "oral history" of the era, its events and its lessons.

INTERNET: http:///cweb2.loc.gov/pow/powhome.html (Use the Search function)

CUBAN EXILES: CUBA--GOVERNMENT POLICY; REFUGEES; INTERNATIONAL RELATIONS

3. Research texts and the INTERNET to discover the milestones in U.S. Cuba relations since 1959. Arrange your discoveries on a timeline and assess each entry on a scale of 1 to 5: 1=Very Friendly to 5=Hostile. Use a line graph format (X axis = timeline; Y axis=Scale of 1-5) to show changes in relations in the last 35 years. What patterns or trends can you find, if any? How do you think this latest series of negotiations will affect the graph? Explain.

INTERNET: http://www.unipr.it/~davide/cuba/home.html (Click on specific areas related to Cuba's history)

CIRQUE DU SOLEIL: QUEBEC--AMUSEMENTS; CIRCUS

4. Use the INTERNET to research circuses, especially Cirque du Soleil. What acts are part of circus performances? What are circus costumes like? What animals and people are probably found in a circus? What does a circus setting look like? What sounds, tastes and smells would probably be associated with circuses? Create a "Circus Impression" using words, music or visual arts based on the interview and your research.

INTERNET: http://www.fsu.edu/~mpeters/fsucircus.html

----------- EDITOR'S DESK: TODAY'S NEWS TERMS -----------

destabilized Khmer Rouge brokered transitional government MIA
animosity Tang Island, Cambodia Phnom Penh Saigon asylum
refugees blockade Helms Burton Bill Rafters crisis allegria